THE PAST AND PRESENT STATUS OF THE TEACHING OF ENGLISH TO NON-ENGLISH-SPEAKING IMMIGRANTS TO CANADA, WITH SPECIAL REFERENCE TO ONTARIO

by

T. R. McKENZIE

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T. R. McKenzie

A Thesis Submitted in Conformity with the
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The Past and Present Status of

The Teaching of English to Non-English-speaking Immigrants to Canada

with Special Reference to Ontario

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CONTENTS

A. PROBLEM AND PROCEDURE

The purpose of the study was to review the work done in Canada in teaching English to non-English-speaking immigrants in the period 1899-1952, and then to examine the present status of the immigrant teaching programme—especially in Ontario.

Historical

The first regular classes for Canadian immigrants were organized by Fitzpatrick in 1899. He was joined by Bradwin in 1903 and their work expanded into the modern Frontier College. Black and Anderson experimented in special methodology for adult immigrants during World War I. Merchant and Reaman made significant contributions to the subject in the immediate post-war period. Practising teachers, McLean and Watson, and world-renowned linguist, Michael West, worked on the problem in Toronto prior to the outbreak of World War II. After 1945 more rapid changes were made in course, textbooks and methodology. Leaders in effecting these were Edith Lucas, Florence Gaynor, Joseph Kage and Henry Monkman.

The present writer analysed the theory and practice of all the foregoing workers, under the following headings:

Special aims and methods of the course

Special practical experience and training required of the teachers

Total number of words in the recommended vocabulary of the course

Number of new words to be learned by students each week of the course

Number of lessons each week

Duration of each lesson

Number of hours' instruction required to give students literacy in an average vocabulary of five hundred words.

As the investigation proceeded, it became evident that Canadian practice, especially after World War I, had been strongly influenced by that of Britain and the United States of America. Therefore a similar analysis was made of the contributions of fourteen outstanding workers in those countries between the years 1926 and 1952.

Present Status

In investigating the present status of the immigrant teaching programme in Ontario, the following questions called for answers:

i. *Administration*
   (a) How was the programme financed?
   (b) Who paid the teachers and provided classrooms and equipment?
   (c) How was the programme co-ordinated?

ii. *Courses and text-books*

(a) What courses were being covered and what text-books were being used?

iii. *Methodology*

(a) What teaching methods were employed in the lessons?

iv. *Teaching personnel*

(a) Where were the teachers recruited?

(b) What professional qualifications and training were required of them?

(c) What personality requirements were they required to fulfil?

v. *Student achievement*

(a) How were students tested?

(b) In how many hours' teaching did they reach a satisfactory standard in English?

(c) How long was each lesson?

(d) How many lessons were given each week?

(e) How regularly did students attend?

In Ontario the Community Programmes Branch of the Ontario Department of Education is the official agency for arranging immigrant classes. It works in close co-operation with the local Boards of Education and the Federal Department of Citizenship and Immigration. The present study, therefore, was confined to an investigation of the work of the Community Programmes Branch. There were 772 classes in the province with a total enrolment of 22,456. The investigator visited 204 classes which totalled 5,843 students. In twenty-five of these classes detailed observations were made and recorded on prepared schedules. It was obviously impossible to observe all teaching in Ontario. The teaching centres visited were: Harbord Collegiate Institute, Toronto; St. Catharine's Collegiate Institute; Hamilton Central Secondary School; London Technical and Commercial High School; Windsor Collegiate Institute; Kitchener-Waterloo Collegiate and Vocational School; Ottawa High School of Commerce; Kingston College Vocational Institute. For the purpose of comparison outside the official Ontario system, additional observations were made of Jewish Immigrant Aid Society's classes in Montreal, Canadian Citizenship Council work at Ottawa, and University Settlement classes at the University of Toronto. All local principals, supervisors and teachers were interviewed. Records of the Ontario Community Programmes Branch in Toronto, London and Fort William were thoroughly searched. Questionnaires were sent to Departments of Education in all provinces, replies in numerous cases leading to further correspondence with individuals having special information. It became possible to have personal interviews with some such individuals. The Canadian Citizenship

Council made available replies to a questionnaire which had been sent to all provinces. Literature and valuable personal contacts were provided by the Federal Department of Citizenship and Immigration.

The investigator drew up recording schedules of six types:

1. For interview of practising teachers.
2. For interview of administrators, principals, supervisors.
3. For supplementary interview of general experts.
4. For direct observation in the classroom.
5. For consultation with experts in the field of immigrant education, five from Canada, one from the United States of America, and one from Great Britain.
6. Questionnaire form for all provinces.

Direct Observation

It was necessary to pay special attention to observation in the classroom. Douglass and Boardman's "participation counts" were employed for recording the students' responses to teachers. The Morrison "measurement of attention" technique produced an estimate of the percentage of students in attention at three-minute intervals during each half-hour section of a lesson.

In addition to making these and a number of simpler objective "counts," the author was obliged to attempt some evaluations. The precaution was taken of consulting, as a check observer, the officer responsible for supervising class teachers at each centre. A short conference was held both before and after class observation: and the long experience of the supervisor with the individual teachers under his direction was taken into account. The object was not any outright individual or group evaluation, but an attempt to discover what were the leading traits and skills of the teachers engaged in immigrant work. It was hoped that such a picture or profile would be of value in indicating the type of teachers likely to carry out the programme effectively. There was the further hope that it would suggest requirements for future teacher-training courses.

In pursuit of this information the author applied the Morrison Profile of twelve traits and twelve skills to the twenty-five teachers whose lessons were subjected to detailed inspection. For the Morrison Profile each trait as it became apparent in each teacher's personality was awarded a rating of poor, average, excellent. Typical traits were initiative, leadership, willingness to co-operate. Skills, such as ability to get discipline, aptness in illustration, and effective questioning, were rated in a similar way. There was no pretension to complete accuracy in rating. The aim was to draw a profile which called attention to notable traits and skills possessed by practising teachers.

The Xavier Analysis Chart was also used with each of the twenty-five teachers in the hope of discovering which factors contributed most to the efficiency of the teaching-learning process in the classes

visited in Ontario. Points were awarded to teachers for such factors as adherence to lesson plan, skill in the use of language, and class control. The points ranged from 1 for inferior. 2 for below average, 3 for average, 4 for above average, to 5 for superior. In effect, therefore, the aim of the Chart was almost identical with that of the Morrison Profile. The results provided some confirmation of the trends indicated by the Profile.

Analysis and Comparison

When the data from questionnaires, correspondence, interviews, official records and direct observation of lessons were analysed and classified under headings similar to those used for classifying the earlier work of Canada, Britain, and the United States of America, it was possible to make a comparison between the teaching system employed by earlier workers with immigrants. and that observed operating in Ontario classes in 1952-1953. From this comparison emerged answers to the questions posed at the outset of this study, and some recommendations for the improvement of the Canadian programme.

B. FINDINGS AND RECOMMENDATIONS

It may be helpful to link the findings and recommendations, which proceeded from the study, to the questions appearing on pages 5 and 6 of this abstract.

I. ADMINISTRATION

Findings

Finance came directly from the local School Boards, who, in turn, received 50 per cent. subsidy from the provincial legislature. In February, 1953, the Federal Government offered to refund to provincial governments one-half of the amount each had contributed for this purpose. Teachers were paid at the rate of approximately $10 per night, so that fees paid by students helped very little in financing the programme. The highest payment was $5 for the full session. Some School Boards required no fee.

Classrooms and working equipment were provided by School Boards. Private companies supplied films and posters. The Canadian Citizenship Council gave extra text-books, and various kinds of films and strips. The Federal Department of Citizenship and Immigration issued essential books at no cost to students or teachers.

Three periodicals, FOOD FOR THOUGHT, NEWSLETTER and ITEMS, kept readers in touch with the programme. The Canadian Citizenship Council appointed a Consultant on Immigrant Education who trained teachers and published supplementary books for use in the classroom. Ontario Community Programmes Branch employed a Supervisor of Immigrant Education to advise teachers on methods and literature and to arrange conferences and seminars. He worked on the problem of standardized achievement tests for the province. A further aid to co-ordination of the programme was the system of regular reports from schools to local School Boards and to Community Programmes Branch.

Recommendations

Generous financial aid from the Federal Government would solve many problems. While it is strongly held, and justifiably so, that general education is a prerogative and responsibility of the provinces, the education of adult immigrants is as strongly considered to be a truly national concern. The Federal Government's offer to subsidize provincial citizenship classes for immigrants was a considerable advance on its previous contribution—free language and citizenship textbooks and workbooks. It remains to be seen what improvement it will effect. If the province continues to spend as much as before, and uses the Federal help to expand and improve the programme, there is a great future for immigrant education in Ontario. On the other hand, if the province merely recoups its own expenses to the Local Boards with the Federal subsidy, the programme will be stultified.

There is need for equitable distribution of teaching aids equipment. Some large centres are very well off for projectors, tape recorders, etc., but smaller centres of population are unable to afford them. For continuity and uniformity in the programme it is essential that aids, found so useful and stimulating, should be in abundant supply. This desirable state is likely to be most readily attainable through financial help on a national scale. Along with the supply should be a thoroughly efficient information service on what is available and how it may best be used. It was noticeable that teachers were not using valuable aids, although such were available. They had no up-to-date information as to when and where the aids could be procured.

Much more social activity for the immigrant students, both as part of, and apart from, the regular lessons is desirable. This could be arranged if more finance were forthcoming. It was observed that this was achieved at Kingston, Windsor and Kitchener and at University Settlement, Toronto. One reason given by students for attending University Settlement classes in Toronto in preference to official classes was the appeal of the social activity in conjunction with set lessons. Even if that reason is invalid, its influence remains with the people swayed by it. Opportunity to practise the new language in real-life situations is one of the newcomers' chief needs. But can teachers, who are already full-time day teachers, be expected to teach two extra nights weekly, and retain energy and enthusiasm for social activities with their students when lessons are over? The difficulty is overcome, in Australia, for example, by freeing teachers required for evening classes from all, or a considerable part, of their day duties. If more financial aid towards teacher salaries were forthcoming from the Federal Government, provinces could reinforce their teacher supply to the point where this division of labour would be practicable.

Moreover, with more teachers available thus, the present programme should be extended in three directions, especially. *First*, there is a gap between closure of the regular programme in April and its reopening in September, during which newcomers arriving in the country in the summer must just mark time. Others who have begun the course, possibly after Christmas, must break off just when, in their minds, language patterns are still at the confused stage. True, some summer courses are available; but these, in the main, are either at a higher level than Basic, or are intended for students who are free for the period from daily employment. Neither solves the problem of the average immigrant. For such people there should be a programme running through the summer months; but it, obviously, could not be taught by the same teachers who carried the main programme. However, if finance for salaries were provided wholly or largely from Federal Government funds, the requisite teaching staff could be recruited. *Second*, men and women obliged to rotate on shift-work should be catered for by a programme parallel to the main one and given at suitable hours. It was evident

that, in industrial centres such as Windsor and Kitchener, considerable absenteeism and ultimate "drop-out" were caused by shift work. *Third*, the problem of mothers of young families and of housewives generally, who can get out least of all into situations where English is spoken, could best be tackled by a special programme. In it the teacher would be required to be almost a social worker. Duties would be shared between pairs of teachers, the one to teach, the other to supervise the small children brought by their mothers to a central class meeting-place. Radio and television may well be harnessed to serve in this programme.

Finally, the national significance of the education of all immigrants should be emphasized by making the English and Citizenship course part of the process of naturalization. The course should be tailored to fit the requirements of the judiciary in these respects, and covered uniformly across the country. Possibly the wisest plan would be to blend it into the regular Night School course (as already done, for example, at London, Ont.) so that, as soon as newcomers have sufficient English, they may be absorbed into typing, bookkeeping, cooking, welding classes—along the line of their particular interests. Just prior to naturalization (at the end of five years' residence) short (say, three months) intensive refresher courses in citizenship would be available to prepare aspirants for appearance before the judge. That students may continue to value it because they have made a contribution to it, there should continue to be a nominal fee for the course, and a further charge for the social activities run in conjunction with it. Co-ordination of the programme, when developed on a truly national scale—as envisaged here—would be helped by the information service glanced at above: by a periodical issued regularly for teacher and students on the lines of the Canadian Citizenship Council's ITEMS; and by itinerant supervisors (not inspectors) whose training and function will be considered under section IV, Teaching Personnel.

II. COURSE AND TEXT-BOOKS

Findings

Experience showed teachers and administrators that a vocabulary of five hundred words gave students reasonable facility. From their daily occupations and social activities they learned probably another two hundred or three hundred words.

The primary aims were naturalization, adjustment of the newcomers to their unfamiliar environment, and improvement of the immigrants' chances of lucrative, congenial employment. Some thought was given to the advisability of making elementary language study compulsory. This was rejected as being contrary to the principles of Canadian democracy.

The standard textbook was LEARNING THE ENGLISH LANGUAGE. At first it consisted of three books, and did not fully

satisfy the needs of teachers over the full session. But a fourth book was added early in 1953 which remedied that deficiency.

Recommendations

The LEARNING THE ENGLISH LANGUAGE series provides a very valuable foundation and guide, and eight years' trial in Canada have proved its efficiency. But it should not be accepted as the final word. Experimentation and research must be encouraged and required. There is a strong demand for supplementary reading in gradations of controlled vocabulary. There is much scope for practising teachers here. It is in the classroom, within the limits of the normal programme and at the hands of the regular teacher, that textbooks and supplementary readers have their truest tests. More controlled observation and systematic report by the ordinary teacher are required for the continuous improvement of the course.

For students temporarily incapacitated or unable to attend class regularly, a supplementary radio course should be set up, short lessons broadcast at regular times and followed up in class. This avenue has been explored successfully in Australia, a land of great spaces such as confront Canada.

In Australia, too, the publication of a journal in simplified English has pointed a way which could well be followed in Canada with profit. Such a journal is extremely valuable for supplementary reading and as a link between the classroom and topical world events.

III. METHODOLOGY

Findings

Rooms were equipped with good blackboards, calendars, maps and various aids. Some teachers had new work already written up on blackboards before lessons opened. Classes were generally held in secondary school rooms as desks therein were more suitable for adults than those in elementary schools.

Classes generally had between twelve and twenty-five students, who, in more than half the classes, were loosely spread over the room with gaps between groups.

About half the teachers spent one hour per week in lesson preparation, and another 30 per cent. needed one and a half to two hours. A few teachers kept a detailed record of work covered in each lesson.

Though varied special work was done over the province as a whole, not a great deal was offered in individual schools. It seemed to the investigator that there were two explanations of this. First, many teachers were not aware where special aids were obtainable, and were not alive to their value. Second, many teachers were jaded

from their day work and were content with the set course as supplied in the textbooks. Among the special kinds of work seen were—films, strips, short lectures, class meetings, tape-recorders, flash cards, dramatizations, spelling, formal grammar, mapping.

Relationships between students and teachers were cordial. Before lessons began, teachers helped students with personal problems. Almost half of them called students by their Christian names.

Many teachers knew the daily occupations of students and their native countries. They were familiar with family problems which caused irregular attendance.

Classes began very promptly, but some classes lost time for two reasons. In some schools a regular recess was given to all classes. In other classes, teachers lost time by concentrating on one or two students while the remainder were restless and idle.

Review was mostly done by questioning students in groups of five to seven and occasionally by questioning individuals or by calling on the whole class for chorus responses.

New work was taught by the demonstration method, the teacher acting the meaning of the phrase or sentence while saying it. Reading was taught by the teacher first working carefully through the exercise, then demonstrating the meaning of anything difficult. Students read individually in turn, and occasionally in chorus. Workbook exercises presented an opportunity for writing practice. Many teachers worked their classes in groups, as for review, and had students write corrections of exercises on side and front blackboards. Other teachers gave oral correction of the exercises. In all four sections—review, new work, reading and work-books—teachers frequently used lightning sketches, maps and other simple pictorial aids to improve their explanation. Some teachers made opportunities to improve the students' pronunciation, and conducted drills to achieve this. Play-back of tape-recording of the students' own speech was made by a few teachers for the same purpose.

The teacher's approach to students was two-fold—by his voice, and by his mood. Most teachers had acceptable, clear voices. A small number spoke so carefully that their delivery became toneless and monotonous. A few were jerky and a few slowed down for demonstration of new meanings, but returned to normal speed for other sections of lessons. About three-quarters of the teachers were enthusiastic, but some were indifferent and a few gave the impression of being unsympathetic.

The attention of students to their teachers was extremely high. Their participation in the lessons was not as considerable as one expected. The most alert class visited had each student actively contributing to the lesson approximately once every five minutes; and many classes contributed only at one-third to one-half of that rate.

Recommendations

It is essential that all new work be introduced by oral demonstration and drill. Only words already known are to be on the blackboard when the lesson opens. Sketches and diagrams may be prepared in advance, but are best done on poster boards which can be exposed at the required moment. Words, sketches, or diagrams should be before the students for further demonstration and discussion, but, once discussed, removed from sight by cleaning the board or concealing it.

Classes should not exceed twenty students, to ensure quick location of individual problems. Students should be placed so that the class is compact, not spread in knots. Related pairs (husband and wife; mother and daughter; close friends) may be permitted to sit together for the first few weeks, but should then be separated—in their own interests.

The problem, of course, of all suggestions for teaching immigrant adults is that lessons so given demand painstaking preparation and an imaginative, ingenious approach. All teachers should keep a personal record of work already covered and work proposed. The very act of recording would stimulate thought as to ways and means to effective presentation.

For clarity of speech, singing should be used regularly. Whispering drill can be very valuable in improving clarity, and in revealing articulation shortcomings. Mirrors should be common equipment, so that students may discipline their tongues, teeth and lips, especially, to take up, automatically, the right positions. Intelligent use of the tape recorder and telephone (intercom. type) to give all class members short but frequent spells of practice, is an indispensable aid in speech and a salutary test of presence of mind and firm grip on the language. Films, both silent and sound, can be employed, because it is nearly always best to provide our own commentary at the level of the class at the actual time of showing. Film strips are often more productive of conversation than either type of movie. Dramatization of real-life situations, shop and factory experiences, for example, should be more frequently introduced.

All method must proceed from the fact that the students are *adult*, not juvenile. This is a more uncomfortable stumbling-block than has been generally realized. Students should not be required to stand like children, nor be addressed by Christian names. All experts consulted during the investigation held the opinion that the use of surnames was desirable. It could offend no one; and it gave teachers a valuable opportunity of demonstrating the difficulty they themselves had in pronouncing foreign words. To obviate early embarrassment, an interpreter may be used to explain to students the general plan of lessons at the opening of the course, and be on hand for guidance and counselling at various stages.

Chorus answering may be used to some extent. It gives students confidence in hearing their own voices. In general, replies should be

demanded in the form of complete sentences; but, later in the course, it is profitable to give students practice answering in short phrases. These, again, will be what the students will hear at their work.

Speaking slowly and jerkily with a "kindergarten" effect should be avoided. First demonstrations of meaning and use of words should be done slowly and distinctly; subsequent drill should be done at gradually increasing speed until normality is reached. It is speech at this rate which students will hear in daily living.

A rapid perusal of the list of remarkable practices observed during the investigation in Ontario should convince the reader that many teachers need to make a much more thorough study of the GUIDE supplied with the official course. A large proportion of teachers requires special training for work with adults. A few teachers would benefit considerably from a refresher course in ordinary teaching. They are obviously weak on the very fundamentals of the technique of teaching.

IV. TEACHING PERSONNEL

Findings

Teachers were drawn chiefly from Elementary Schools and about 20 per cent. from Secondary Schools. Very few had less than three years' ordinary teaching experience, and about 60 per cent. had more than ten years.

A brief pre-service training was given teachers in Toronto, Hamilton and Fort William. Individual teachers attended courses at Michigan, Harvard and Columbia, United States of America. The main body of teachers depended on in-service advice from the more experienced, on directions circulated by supervisors, and on occasional seminars and conferences.

The personality traits which seemed essential to success in teaching immigrants were ingenuity, initiative, leadership, sympathy, firm control.

Recommendations

Perhaps the ideal is unattainable. It would be to have a reserve of teachers for this special work, who would be given time off from day school to compensate for teaching in the evening. The investigator heard from a number of teachers that, especially in the closing stages of the session, remuneration for teaching in the evening classes was so hard won that it was referred to as "blood money."

The outstanding need of the Canadian programme is a carefully designed and integrated system of teacher training. This is the very foundation of the whole matter. Except for an infinitesimal percentage, the teachers at present handling the Canadian programme for teaching English to the non-English-speaking adult immigrants, have had no real training whatever for that work. Many are probably good general teachers of primary and secondary school pupils. Some

of them are capable specialist language teachers. Because they are adaptable, public-spirited, and enthusiastic; because they are furnished with a scientifically prepared course and a detailed guide to procedure; because among them there is a sprinkling of leaders experienced with immigrant adults and a few who have taken special training; because some of them are teachers "born—not made"—for these and other good reasons they are making the programme successful. But it could be made *much more* successful. Wastage could be kept to a minimum. The fundamental need is for a training course, or courses, within Canada, for Canada's own needs, established at the highest level. The obvious centre is the Ontario College of Education, Toronto. An endowment from the Federal Government should place the envisaged training department above concern over finance. An enthusiastic, constructive expert should be appointed to organize the course, or courses, and be the first occupant of the professorial chair. He should be empowered to spend time observing course procedure at London (England) Institute of Education; Harvard; New York; Pennsylvania; Michigan; Washington, D.C., before instituting the Canadian scheme. Conceivably, there would be three types of course:

(1) Short, summer course for general teachers who are prepared to teach adult immigrants part-time—as is now being done. But completion of such a course should be recognized by a diploma, or credit towards a relevant degree.

(2) Longer (at least one session) regular course for teachers of special promise and interest in immigrant work, aimed at training supervisors and true specialists. Credit for this should be given towards an advanced degree. After completing their training, these specialist supervisors would return to their own provinces and districts and become the life-blood of the programmes for immigrants. They would communicate their ideas to the routine teachers, preferably being itinerant, so that uniformity in approach and standard would characterize the work across Canada.

To ensure that the field programme was overhauled and, if possible, improved from time to time, there would be provision for—

(3) Research training for a nucleus of students of special interest and aptitudes. This work may lead to advanced degrees.

A scheme of Federally endowed fellowships, for (2) and (3) above, should attract the right type of worker into the field. Facilities for practice, controlled research, and sympathetic contact with non-English-speaking classes would be essential in conjunction with the courses.

The co-operation of all provincial authorities would be needed to ensure that the right personality requirements were fulfilled by all candidates for the courses recommended. As the Toronto plan came to fruition, additional higher training centres might be established

in other provinces when need arose. A start must be made somewhere: and Toronto seems a logical first choice.

The benefits from such training schemes as outlined above would reach down to the class teachers themselves. Because the possibilities of the work would be so enlarged, many more teachers would be attracted to the programme. In that happy case, supervisors could insist much more rigidly on the personality requirements of teachers to be entrusted with immigrant students.

V. STUDENT ACHIEVEMENT

Findings

Tests for admission to the course were generally given informally by the vice-principals. Ottawa had an interpreter for this work. Kingston used a set questionnaire in addition to the informal test. Re-classification usually depended on consultations between teacher and principal, but 15 per cent. of schools had a special test for the purpose. Almost all schools gave regular tests to check progress.

The Ontario Community Programmes Branch had a Progress and Transfer Card to enable students to move within the province without loss of status. Most Boards of Education recognized completion of a course in English and Citizenship by granting a Graduation Diploma.

Community Programmes Branch also experimented with annual province-wide tests in the years 1951, 1952 and 1953.

The course covered the period from the end of September to the end of April, two lessons per week, approximately sixty evenings. Lessons lasted two hours.

The average attendance over the whole of Ontario, as reported to Community Programmes Branch for the session, 1952-1953, was 66.6 per cent.

Teachers followed up absentees by discussion in class of possible causes of absence, personal inquiry when the students returned, or telephone inquiries at the homes or places of employment of the absentees.

There was evidence of steady interest in studies beyond the elementary stage. In all Ontario schools the percentage of students studying beyond Basic in the years 1950-1953, was over 40 per cent. of total enrolment.

Recommendations

An accompaniment to a more uniform teaching practice in Canada would be an extension of the present good system of accreditation (found in Ontario and British Columbia, for example) so that immigrants could transfer, without loss of momentum in their acquisition of English, from place to place throughout the country.

Similarly, the standardized tests (used in Ontario) should be further refined and developed, and extended over Canada. They should be so framed as to appeal to the students' sense of achievement and not used with any suggestion of regimentation. Before this desirable end is reached, of course, a great deal of research must be done; but the preliminary and exploratory work of Community Programmes Branch provides a solid foundation.

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In addition to those named, all teachers consulted, and those whose teaching was observed at the various centres, were enthusiastically co-operative and stimulating.

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CHAPTER I

PURPOSE AND PLAN OF THE STUDY AND TECHNIQUES EMPLOYED THEREIN

Introduction

There seems to be in Canada, as in other countries of the British Commonwealth, dissatisfaction with the teaching of English. The recent World War made Canada and other English-speaking nations sharply aware of the alarming degree of illiteracy among recruits to the Armed Services. In Canada, the process of attempting to eliminate this revealed that ten per cent of the illiterates were foreign-born, or children of foreign-born, who, though residents of long-standing in many cases, had attained no facility in the use of even simple English.[1] The numbers of such people are increasing; between 1945 and 1952, of 647,502 immigrants to Canada, 392,940 came from non-English-speaking countries. Ontario received more than half the immigrants. In 1951 alone, the number who took up residence in this province was 104,842, or fifty-four per cent of the total immigration in that year. It is estimated that an additional 180,000 settled in Canada during 1952, almost half of them in Ontario.

Need for the Study

Two facts emerge. First it is a matter of urgency that the non-English-speaking among these people be taught English as soon as possible. It should be understood that Canada is, to some extent, bilingual. The province of Quebec, in particular, uses French much more freely than

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[1] Harold W. Hedley, A Study of Illiterates in the Canadian Army, TABLE V1, p.48.

English; several other provinces and some eastern counties of Ontario contain large French-speaking communities. In such places some provision is made to teach French rather than English as a second language. However, even in these places there is still considerable demand for English teaching. For example, the Jewish Immigrant Aid Society's school in Montreal, one of the great French Canadian centres, had at its peak in 1952 over eighty per cent of its classes learning English compared with less than twenty per cent learning French.[1] In the Public Schools of Ontario English is a compulsory subject irrespective of the native tongue of the students. If new immigrants are not soon assimilated into the full life of their adopted country, there is grave likelihood that they will concentrate within closed ethnic groups and eventually become a problem.[2] Despite the partial bilingualism of Canada, a primary requirement for assimilation for an overwhelming majority of immigrants is a basic literacy in English.

Second, it is very desirable that teachers of these immigrants know and use the best possible methods of teaching basic literacy in English, and that teaching methods evolved during this special experience with adult immigrants in Canada should be made known to educational workers in the same field in other countries.

In a recent review of adult education in Canada, J. R. Kidd

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[1] Appendix E, p. 157.

[2] H. Richey, Review of Educational Research, IX: 354; Oct. 1939

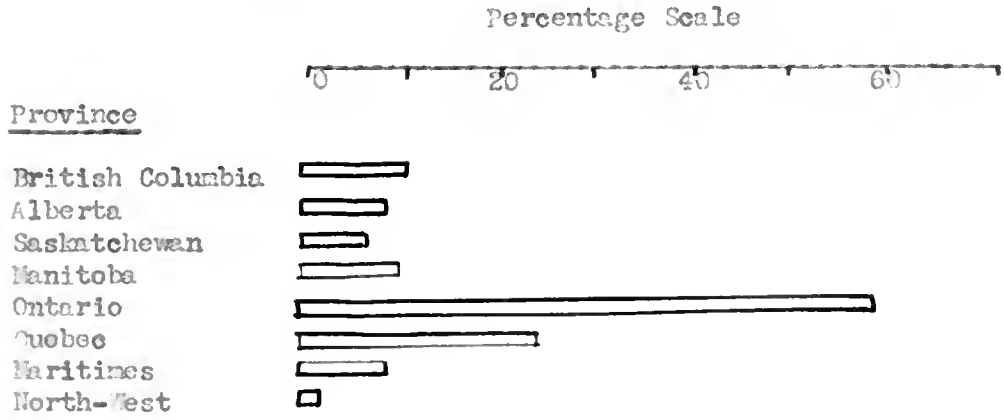
emphasizes the need for study of this kind:

> "...the present demands much more thorough attention to methods and techniques, careful training of personnel in certain skills, the habit of regular recording and evaluation; this along with experimentation and research...In no adult agency is experimentation being carried on with the controls, the definition of problem and follow-up that is essential if we are to know precisely what has happened and why." 1

TABLE I. IMMIGRANT ARRIVAL IN WHOLE OF CANADA, AND ONTARIO, IN EACH OF THE YEARS 1945 - 1952

Year	Canada	Ontario
1945	22,722	10,000
1946	71,719	29,604
1947	64,127	35,543
1948	125,414	61,621
1949	95,217	48,607
1950	73,912	39,041
1951	194,391	104,842
1952	180,000 (approx)	90,000 (approx)
Totals	827,502	419,258

FIG. 1. DESTINATIONS OF NEWCOMERS TO CANADA IN THE YEARS, 1946-1952. (Diagram shows percentage of total immigration to each province)



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1 J. R. Kidd, Adult Education in Canada, p.18.

Purpose of the Study

The present study reviews the work done in Canada in teaching English to non-English-speaking immigrants in the period 1899-1952. It then attempts to answer the following questions with respect to the present status of teaching English to immigrants - especially in Ontario:

1. What courses are being covered and what text-books used?

2. What teaching methods are employed in the lessons?

3. (a) Where are the teachers recruited?
   (b) What professional qualifications and training are required of them?
   (c) What personality requirements must they fulfil?

4. (a) How are students tested?
   (b) In how many hours' teaching do they reach a satisfactory standard in English?
   (c) How long is each lesson?
   (d) How frequent?
   (e) How regularly do students attend?

5. (a) How is the programme financed?
   (b) Who pays the teachers, provides classrooms and equipment?
   (c) How is the programme co-ordinated?

In brief, then, the purpose of this study is to discover what courses, methods, and teachers are being used to teach basic literacy in English to non-English-speaking immigrants in Canada, especially in Ontario, how the programme is financed and administered, and what are its achievements.

Definition

The following is accepted as an appropriate definition of basic literacy in English:

> Facility in conversation, reading and writing, with spelling accurate enough for normal communication, in approximately five hundred words of the POCKET BOOK ENGLISH THROUGH PICTURES and A FIRST WORKBOOK OF ENGLISH (I. A. Richards and Christine M. Gibson. Toronto: Nelson, 1949)

Delimitation

To show what has already happened and to place this study intelligibly in its setting, some space is devoted to the history of work in the field of teaching English as a second language in Canada, the British Commonwealth and the United States of America, 1899-1952. The core of the study is confined to the methods of teaching basic literacy in English to adults among the non-English-speaking immigrants in the province of Ontario. This teaching is done by several agencies, including churches and social workers, the University Settlement, Frontier College, the Canadian Citizenship Council, the Community Programmes Branch of the Ontario Department of Education. The Community Programmes Branch is the official agency, working in close co-operation with the Local Boards of Education and the Federal Department of Citizenship and Immigration. This investigation is confined, therefore, to the work of the Community Programmes Branch of the Department of Education, Ontario. The enrolment for the whole province of Ontario (1952-53) is 22,456 in the 772 classes linked with the Community Programmes Branch. Students represent thirty-five non-English-speaking nations. Eight of these nations (Baltic, Czech-Magyar, German, Italian, Netherland, Polish, Ukrainian and Yugoslav) account for 83 per cent of the total.

TABLE II. PERCENTAGES OF STUDENTS BY LANGUAGE GROUPS IN MAIN ONTARIO CENTRES AND HARBORD COLLEGIATE IN YEAR 1952

Language	Ottawa	London	Fort William	Hamilton	Toronto	Harbord
Baltic	9	7	14	8	7	14
Czech	6	5	7	7	5	8
German	13	24	24	31	16	10
Italian	16	11	21	22	24	34
Netherland	20	27	3	2	17	3
Polish	8	4	6	6	8	7
Ukrainian	4	3	7	4	4	4
Yugoslav	3	4	3	3	5	3
Percentages of total enrolment	79	85	85	83	86	83

Orientation of the Study

This investigation of methods of teaching basic literacy in English affects English teaching as a whole in elementary and secondary, as well as adult, classes. The benefits of the special experience with adult immigrants should be passed on. Our present methods of teaching adults have evolved partly from methods formerly worked out with children. In reverse, therefore, teachers in our elementary and secondary classes may hope to profit by closer analysis and study of modern techniques in adult education. Referring to the guidance notes for teachers, and the carefully graded steps for students, set out in the British Columbia Course for New Canadians (1950), a teacher wrote: "It is the very type of material I would love to have at my disposal for the teaching of French throughout the High School".[1] A New Mexico authority stated: "The State of Texas has set a seal of approval on the following ideas and techniques...foreign-speaking children learning English, should be looked upon...as being in the same position as American children who are

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[1] Food For Thought, January, 1950, p.24.

learning French or German".[1]

Moreover, the basic principles of teaching English to adult immigrants apply with equal force to teaching English as a second language to elementary and secondary pupils - for instance, teaching English to French-speaking Canadians. There are limitations. With regard to details in method, course content, and even, to some extent, skills and attitudes of teachers, the requirements for teaching adults may differ from those required for teaching children and adolescents; but, fundamentally, there is identity within the two fields.

> "...the underlying principles remain constant. Adults should learn English as their children learn it - by hearing it spoken and trying to speak it".[2]

Some teachers who have been successful over a long period have found that the same methods may be used for teaching both adults and children. For example, the English Natural Method of teaching English to adults is based on the Berlitz Schools Method - used primarily for adults and yet the identical method so successfully used for teaching English to Welsh school-children.[3]

General Plan of the Study

(a) Historical

A careful survey of the literature revealed that the first records of English teaching to immigrants in Canada led back to 1899. The various

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1 J. L. Meriam, Learning English Incidentally, p.6.

2 N. F. Black, English for the Non-English, p.182.

3 B. L. Vulliamy, English - The Natural Method, p.iii.

educative systems employed between then and now were examined under the headings of aims and courses, methods, teachers, achievement of students. Contributions to immigrant education made during the same half century by teachers in Britain and the United States of America were analysed in a similar manner. The ensuing summary of the practices and standards adopted by Canadian, British and United States teachers of immigrants provided what may be termed a pattern of approved or general practice and standards in the teaching of English to immigrants.

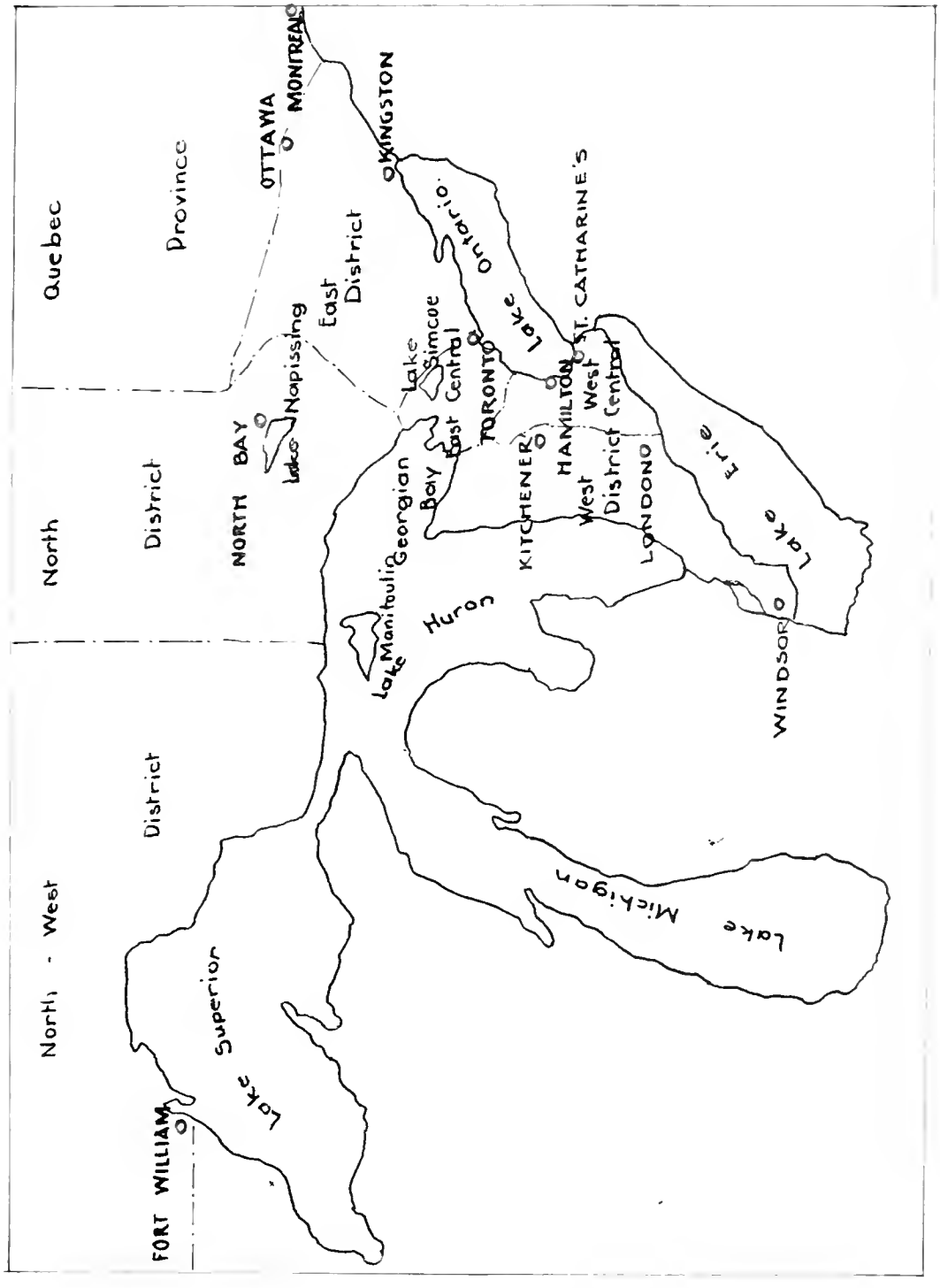
(b) Actual Practices and Standards in Canada to-day especially Ontario.

Answers to the many questions posed in this section of the study were sought in various ways. Questionnaires were sent to Departments of Education in all provinces, replies in numerous cases leading to further correspondence with individuals. The Canadian Citizenship Council made available replies to a questionnaire which had been sent to all provinces. Personal interviews took place with individuals having special information. Literature and valuable personal contacts were provided by the Federal Department of Citizenship and Immigration. Records of the Ontario Community Programmes Branch in Toronto, London and Fort William were thoroughly searched. The investigator visited ten centres in various districts of Ontario and at Montreal, P.Q. All local principals, supervisors and teachers were interviewed.

(c) Sample for direct observation.

It was obviously impossible to observe all teaching in Ontario, and a selection had to be made. The observer visited the Harbord Collegiate Institute centre in Toronto on many occasions; and classes at Collegiate Institute, St. Catharine's; Central Secondary School, Hamilton; H. B. Beal Technical and Commercial High School, London;

FIG. 2 ONTARIO, DISTRICTS OF [illegible],
CENTRES VISITED DURING THE INVESTIGATION.

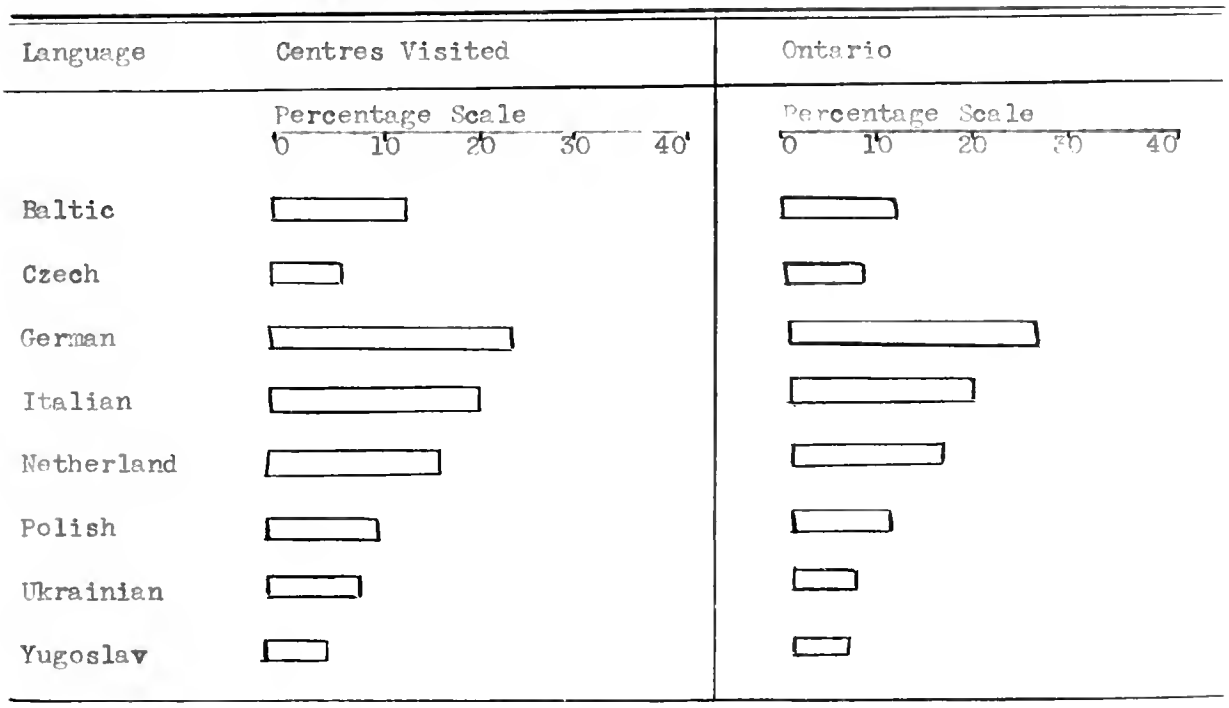


W. D. Lowe Collegiate Institute, Windsor; Collegiate a d Vocational School, Kitchener - Waterloo; High School of Commerce, Ottawa; Kingston College Vocational Institute, Kingston. For the purpose of comparison outside the official Ontario system, additional observations were made of Jewish Immigrant Aid Society's classes in Montreal, Canadian Citizenship Council work in Ottawa, and University Settlement classes at the University of Toronto. In all there were 204 classes. In twenty-five of these classes - twenty of them Community Programmes classes in Ontario - detailed observations of lessons were made and recorded on prepared schedules. Some justification for the sample selected may be found in Table III and Figure 3. Table III records that visits were made to centres representing 5843 students in 204 classes, or more than one-quarter of the total Ontario enrolment of 22,456 in 772 classes. Figure 3 records that the language groups of students in classes visited by the investigator compared reasonably closely with the language groups of students in classes over the whole of Ontario.

TABLE III. ENROLMENTS AND CLASSES AT CENTRES VISITED COMPARED WITH TOTAL ONTARIO ENROLMENT AND CLASSES

Centre	Enrolments	Classes
St. Catharine's	391	18
Hamilton	1455	53
London	437	24
Windsor	573	24
Kitchener - Waterloo	617	18
Ottawa	691	17
Kingston	152	5
Harbord	1527	45
Totals	5843	204
ONTARIO	22,456	772

FIG. 3. PERCENTAGES BY LANGUAGE GROUPS AT CENTRES VISITED COMPARED WITH ONTARIO



Serious weakness of this portion of the study - Direct observation.

"Direct observation, while expensive in time, is one of the richest sources of information". This statement by Sells and Travers[1] offered some encouragement, but the investigator realized the dangers of direct observation and consulted a number of authorities as to how best to minimize them. Possibly, too, there was some value in the fact that the observer was not a Canadian, and that the picture he saw, however distorted in some areas, was one seen from outside looking in.

Jersild and Meigs recommended the use of codes, recording schedules, and categories of classification. They considered the objectivity of data would be increased if the investigator had an additional consultant

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[1] Sells and Travers, Review of Educational Research, XV:394-407;Dec.1945

observer with him.

Douglass and Boardman provided information on the use of "participation counts" for recording the students' responses to teachers. They also gave directions for using the Morrison "measurement of attention" technique for estimating the percentage of students in attention at three-minute intervals during each half-hour section of a lesson.

A report by Barr and others proved a valuable guide in rating teachers. This report commented optimistically on two scales. First, it recommended the Morrison Profile, which provided a scale for rating teachers in twelve traits and twelve skills as poor, average, excellent. Although the Profile is reproduced in Appendix B, the following three traits are given as examples:- attitude to suggestions; interest in community; thoroughness in preparation. Three skills were:- ability to get discipline, aptness in illustration; definite assignments. The Barr report recommended, second, the Xavier Analysis Chart, which broke the teaching-learning act into seven observable factors, and provided a scale for rating them as inferior, below average, average, above average, superior. These factors are listed in Appendix B.

Sells and Travers drew attention to the great importance of the teacher's voice in the educative process.

Recording Schedules

Guided by these various authorities, the investigator drew up recording schedules of six types. They are all given in detail in Appendices A, B, and C. They were:-

1. For interview of practising teachers - twenty-four sections of questions sub-divided under the headings of Course; Methodology;

Teaching Personnel; Achievement; Administration; General Views.

2. For interview of administrators, principals, supervisors - twenty sections of questions under the same headings, with an additional fourteen check questions.

3. For supplementary interview of general experts - preliminary questions on the same pattern as 2, but with provision for much more discursive treatment of "General Views".

4. Questionnaire form, issued by Canadian Citizenship Council to all provinces. The investigator had access to the returns from these. Questionnaire form, issued by the investigator to all provinces.

5. For direct observation, schedules were prepared to record, primarily, timing and counting, with a view to securing results that could be regarded as reasonably objective. The schedules had seven sections, five of them for timing and counting, only two for evaluating.

   (a) Objective Points - time before work began; time spent trying to get one student to understand; time on review of previous work; time on new work; time spent passing material; time students spent visiting the board.

   (b) Participation Counts - number of students answering, contributing statements, asking questions, helping other students.

   (c) Adherence to Lesson Plan - number of times teacher departed from controlled vocabulary and/or course syntax-pattern; number of times teacher gave a definite assignment; number of times there was a serious interruption to the lesson, that is, an interruption which noticeably focused class attention on something outside the planned lesson.

   (d) Apparatus Used - number of aids employed during the lesson.

   (e) Measurement of Attention (Morrison counting)[1]

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[1] Douglass and Boardman, Supervision in Secondary Schools, p.143.

It was impossible to avoid evaluation in later sections (f) and (g) of the direct observation schedule; but the precaution was taken of consulting, as a check observer, the officer responsible for supervising class teachers at each centre. A short conference was held both before and after class observation; and the long experience of the supervisor with the individual teachers under his direction taken into careful account. It should be made clear that the object was not any outright individual or group evaluation, but an attempt to discover what were the leading traits and skills of the teachers engaged in immigrant work. It was hoped that such a picture or profile would be of value in indicating the type of teacher likely to carry out the programme effectively. There was the further hope that it would suggest requirements for future teacher-training courses.

5. (f) Use of voice - modulation; clarity; speed; accent. (evaluating)

   (g) Teacher's Approach - Xavier Analysis of seven factors.

   - Morrison Profile of twelve traits.

6. Consultation of Experts.

   As a final check of observation, contact was established with a group of experts representing Canada, the United States of America, and Great Britain. What appeared to be variations from the generally accepted practice of teaching immigrants - as set out in the LEARNING THE ENGLISH LANGUAGE SERIES - were noted during observation in Ontario and Montreal. Controversial matters brought to light in interviews were added to the variations; and all were examined in the light of expert opinion before the investigator made any generalization. The experts collaborating were:-

Canada (1) Dr. E. Lucas, Director of High School Correspondence Courses, British Columbia.

(2) Miss M. F. Gaynor, Consultant on Immigrant Education, Canadian Citizenship Council, Ottawa.

(3) O. Nielsen, Acting Supervisor of Immigrant Education, Community Programmes Branch, Ontario Department of Education, Toronto.

(4) Miss E. C. Jones, Kingston.

(5) H. H. Monkman, Toronto.

United States of America

(6) Dr. A. L. Davis, American Language Centre, Washington,D.C.

Great Britain

(7) Emeritus Professor P. Gurrey, formerly of the Institute of Education, London, England.

When the data from questionnaires, correspondence, interviews, official records and direct observation were analysed and classified under headings similar to those used for classifying the earlier work of Canada, Britain and the United States of America, it was possible to make a comparison between the teaching system employed by earlier workers with immigrants, and that observed operating in Ontario classes in 1952-1953. From this comparison emerged the answers to the questions posed on page four of this study, and some recommendations for the improvement of the teaching of English to immigrants in Canada, and language teaching in general.

CHAPTER II

HISTORICAL BACKGROUND

Introduction : Early Theorists

In approaching any study of the teaching of a second language, one needs to be reminded that in our modern teaching there is little, if anything, that is really new. Reformers find themselves in many different parties. One party stresses one point, the other another point, but when methods and systems are analysed (as far as they may be) into elements, they are found mostly to be old acquaintances. As one prominent reformer has said, "The method resembles other pet children in this respect, that it has many names".[1]

Through mediaeval and early modern times the methods of teaching a second language were, of course, based on the teaching of Latin. From this, two main trends developed: first, the use of formal grammar; and second, the restriction of reading material to classical texts. Recorded attacks on this method were first made by Montaigne in 1580, and they were repeated even more vehemently by Locke in 1692.

The first limitation of vocabulary, today a universal feature of language-teaching methods, was suggested by Bathe, of Salamanca, in 1611. He graded his vocabulary on common use, reaching a total of 5,300 in Latin. Comenius, 1658, followed this with a suggestion for a limitation to 8,000 common words.

A phonetic system was first developed by Ellis in 1848. Its

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[1] O. Jespersen, How to Teach a Foreign Language, p.2.

many imperfections were smoothed out by Alexander Bell in 1865. The writings of Henry Sweet,[1] 1899, won popularity and a learned following which established the oral method in the forefront, with its plan for reading without translating in the second language, using phonetics, and learning the essential grammar as the need for it became apparent.

But it was thirty years before, in 1867, that Henesz evolved what he called the "natural" or "direct" method. This employed only the second language in the classroom. The pictures and the objects in the immediate environment provided the subject-matter for lessons. Questions were used extensively and were logically connected so that they built up, one upon the other, to the end desired by the teacher. Translation was avoided and the pupils were expected to be active.

On this, in 1880, Gouin[2] erected his "theme" or "process" method. In this, the verb was the key to language - "I go to the door". "I stop at the door". "I stretch out my hand". Gouin claimed for his method that it encouraged linguistic activity in the second language and created pure thought associations.

In 1886, in Denmark, Jespersen emphasized the imitative procedure in learning a second language. He gave the learner the proper linguistic feeling by leading him to imitate the way a child learns his native language. Weston, in Norway, and Lundell, in Sweden, fervently joined with Jespersen in a campaign which swept Scandinavia, on across Germany, and so to Britain and our western world. In the work of Caldwell Cook,[3]

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[1] Henry Sweet, Practical Study of Languages. London: Dent, 1899. xiv plus 280.

[2] Modern Language Instruction in Canada. Volume VI, p.24.

[3] H. Caldwell Cook, The Play Way. London: Heinemann, 1917.

1911-45, in England at the Perse School, Cambridge, much of the essence of the recipes of Jespersen and Gouin was used in his "Play-Way" to vitalize the teaching of English.

The modern teacher has the advantages of refined phonetics, more careful and scientific vocabulary selection, Basic English, films, and film-strips, the tape recorder, the radio, and the, as yet, comparatively unexplored possibilities of television.

Canadian Pioneers

The tale of the early teachers is one of gallant improvisations but of a steady approach to scientific techniques.

The pioneers in the field of systematic teaching of English to Canadian immigrants were the members of Frontier College, at first the Rev. Alfred Fitzpatrick alone, four years later in company with Mr. E. W. Bradwin. In 1899 Alfred Fitzpatrick was Minister of the Presbyterian Church in the Algoma district, Northern Ontario. The camps of the backwoodsmen were bookless, unenlightened places then. This earnest young graduate of Queen's University, Kingston, conceived a plan to bring education to them. He arranged discussion groups, supplied pamphlets, magazines and books, and - when he saw the need - instruction in English for the foreign-born. In 1903 he was joined by E. W. Bradwin in the mission, known by then as Frontier College, on the understanding that this stalwart young public school teacher "would teach but not preach".[1] It was as well that Bradwin was big and strong; he tramped sixteen miles to his first camp appointment at Moon River on Parry Sound. By trial and error, faith in God, boundless enthusiasm,

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[1] William Stephenson, Saturday Evening Post. October 27, 1951. p.34

the application of sound common-sense, and Bradwin's schoolmastering experience, by 1907 the two pioneers had evolved the FRONTIER COLLEGE PRIMER which is in use still by the sixty unpaid labourer-teachers who go out annually in the long vacations from the United States of America and from Canadian universities to teach the College's two thousand students in rail, lumber, hydro and mining camps around the rim of Canadian settlement. In these camps 40 per cent of the enrolment is foreign-born and, since the work began over fifty years ago, seventy thousand have been taught English.

The PRIMER contained a section of "directions to the teacher", but this for many years has been, and is still being, supplemented by weekly "Helps",[1] each covering about four mimeographed pages, circulated from the Principal to the teachers in the field. The PRIMER was in convenient pocket size, neat and slim, consisting of only thirty-six pages. It ran through numerous editions, the most recent, February 1953.

By 1919 Fitzpatrick had enlarged his aim. He now wished to train newcomers for a true place in Canadian life. He added to the PRIMER, sections on geography, history, government, naturalization, and stories, songs and poems of strong Canadian flavour. The new volume was named HANDBOOK FOR NEW CANADIANS.

Meanwhile, Dr. N. F. Black, Inspector of Schools in Saskatchewan, Alberta, and British Columbia was led by experiences in the western provinces to study the teaching of English as a second language both to adults and children. His findings are in ENGLISH FOR THE NON-ENGLISH, 1913. He felt he was first in that field and that there was need for a

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[1] Example in Appendix D. p. 152.

book that "would outline principles and methods for the guidance of teachers".[1]

Dr. J. T. M. Anderson, also an Inspector of Schools in Alberta, took a keen interest in immigrants and pleaded their cause so eloquently in his writings, THE EDUCATION OF THE NEW CANADIAN and IMMIGRATION AND ITS PROBLEMS, 1918, that the Alberta Department of Education created the post of Director of Education of Immigrants and asked him to be the first occupant. Like Fitzpatrick he made much of naturalization, claiming:-

> "Canada has a right to expect them to be Canadianized, and, if she provides the facilities, the right to require it....There can be absolutely no doubt about the first step in the solution of the problem - a knowledge of the English language". 2

The province of Ontario faced, indeed still faces, the problem of bilingualism and the teaching of English as a second language to those whose mother-tongue is French. In 1912 Dr. F. W. Merchant, then Inspector of Normal Schools, was asked to report on this teaching and make recommendations for course, methods, and likely standards of achievement. There resulted the publication of the DEPARTMENT OF EDUCATION MANUAL along with INSTRUCTIONS, 17. To gauge the success of these, the Legislature called for another report in 1927. Dr. Merchant was now Chief Director of Education. Two prominent citizens were appointed to assist him in making the second report - Judge J. H. Scott, representing the judiciary, and the Hon. Louis Coté, a leading K.C. of the Ontario bar. Mr. Coté was able to bring to his contribution not

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[1] N. F. Black, English for the Non-English. p.22.

[2] J.T.M.Anderson, The Education of The New Canadian, p.230.

only a trained legal mind but an informed sympathy with the non-English-speaking Canadians, springing from his own ancestry and that of his wife who was a grand-daughter of Sir Hector Lingevin, a "father of Confederation". Especially in its section on the supply and training of teachers, this report made a great and lasting contribution to the improvement of education facilities in Ontario.

By this time, a good many day-school teachers throughout Canada were teaching immigrant classes in Night School. Suitable text-books were hard to come by, and most teachers merely adapted the ordinary juvenile grade books and made the best of them; but between 1927 and 1931, two noteworthy publications - by practising teachers - made their welcome appearance. The first was ENGLISH FOR NEW CANADIANS by Dr. G. E. Reaman, a native of Ontario, graduate of Toronto and Cornell Universities. He had come under the spell of Ollendorff, and held firmly to the theory that the noun should be the core of teaching English to foreigners. His book was recommended by the Ontario Department of Education, ran through many editions, and is used to this day, especially by isolated students, who are unable to attend regular classes.

The second production by field-teachers came in 1931 - ENGLISH FOR NEWCOMERS. This was the work of B. M. McLean and S. A. Watson, while they were actively engaged on classes in Toronto Night Schools. Mr. McLean was only temporarily concerned with teaching, and soon returned to Practical Science, in which he had taken his degree at Toronto. Colonel Watson, D.C.M. and Bar, graduate of Toronto, shared some experimentation with Dr. Michael West at Keele Street Public School while Principal there, and has written a number of text-books. He is now Assistant Superintendent of Elementary Education in Ontario.

Though the authors of ENGLISH FOR NEWCOMERS maintain that the book was not the result of deep study or research or experimentation, that they knew nothing at the time of parallel work being done here or abroad, it has in it some enduring elements. In competition with much more recent publications, it finds an honoured place right across Canada in the teaching of immigrants.

The scientific approach in the campaign against immigrant illiteracy came very much closer to Ontario in 1935 than many Canadian teachers, and even administrators, seem to realize. From 1933-35 Dr. Michael West was Research Professor at the Ontario College of Education. There he produced LEARNING TO SPEAK A FOREIGN LANGUAGE, the chief concern of this study, and in quick succession five works which had very great influence on later language teaching. Possibly the most notable were A CRITICAL EXAMINATION OF BASIC ENGLISH and the INTERIM REPORT ON VOCABULARY SELECTION.

Summary of Canadian Pioneers.

Fundamentally, early Canadian workers had a common aim. They wished to smooth the path of the immigrant by teaching him English as a means to safe and happy living in his new environment. Far-seeing teachers like Fitzpatrick, Bradwin and Anderson wanted literacy in English as a guarantee of speedier assimilation.

In method, there was a general trend towards dramatization and the creation of real life situations in the classroom. Teachers were divided in their allegiance to the verb or the noun as the core of language. Some favoured a limited use of the mother-tongue in class; others outlawed it. Several realized that special text-books were needed for adult students, and that these should deal with subjects of

adult interest. There was a general feeling that teachers required special training for the work with immigrants and it would be most effective if practice teaching could be done in non-English-speaking classes.

In the more practical matter of vocabulary selection, frequency and length of lessons, there was considerable disagreement. The total number of words considered necessary for a workable vocabulary varied from three hundred to one thousand and, until West, no one selected vocabulary scientifically. Words were added indiscriminately as they seemed to be necessary. Some teachers wanted daily lessons, five a week. Others were content with three or even two. There was closer agreement in the number of teaching hours required to ensure literacy for the students. Anderson claimed his student could reach it in approximately 70 hours; but the other teachers required from 100 to 120 hours. Most teachers discovered that students could add to their vocabulary only between twenty and thirty new words each week.

Let us pause to summarize the findings of the workers to date. Listed vertically in the tables that follow under the name of the authority and date are the salient features of the course, including student achievement, where measured, thus:-

Words - total number comprising the vocabulary of the course.

Words added per week - rate of adding new words.

Number of lessons - recommended per week.

Time for lesson - duration of each teaching period.

Measured achievement - hours of instruction needed to achieve facility in the vocabulary and word-pattern of the course.

Set out <u>horizontally</u> are the suggestions of each authority on aim,

methodology, teachers. The aim is given as a quotation in the first column; followed by an abridged statement of teaching methods. The second column lists requirements for teacher qualification; and special training.

TABLE IV. CONTRIBUTIONS EARLY CANADIAN WORKERS.

	Suggestions	
	Aims and Methods	Teachers
FRONTIER COLLEGE, 1907. Words ..... 300 Words added per week ..... 20 No. of Lessons ..... 5 Time per Lesson ..... 1 hr. Measured Achievement ... 6 weeks (30 hrs.)	"Ease in environment, safety in work". No mother-tongue. Blackboard. Build-up of words and idioms as met and mastered. Continual review. Work on phrases.	University Students, 20-26 years, 160 lbs. weight - prepared labour by day teach at night. Weekly "Helps" from Principal.
FRONTIER COLLEGE, 1918. Words ..... 800 Words added per week ..... 20 No. of Lessons ..... 5 Time per Lesson ..... 1 hr. Measured Achievement ... 30 hrs. literacy. 1 year's reading.	"Literacy and naturalization". Group students:- (i) illiterates (ii) able to speak broken English (iii) able make sense of newspaper. Divide lesson - 20-30 mins. drill new words and forms; 15-20 mins. writing and drill from blackboard; 10-15 mins. discussion and relaxation.	Directions to teachers. Keep nightly detailed record. Encourage class spirit. Spend fifteen minutes before class in personal attention to individuals.
BLACK, 1913. Words ..... 500 Words added per week ..... - No. of Lessons ..... 3,later 5 Time per Lesson ..... 2 hrs. Measured Achievement ... 120 hrs.	"Think in English". Work on full sentences. Review in patterns. Diagrams of vocal organs. Condemned using child's books for adults. Make some use (sparing) of mother-tongue. Train for accurate listening.	Supplementary course to special diploma. Teacher study and respect immigrants' traditions.

	Suggestions	
	Aims and Methods	Teachers
ANDERSON, 1918. Words ..... 500 Words added per week ..... - No. of Lessons ..... 3 Time per Lesson ..... 2 hrs. Measured Achievement ... 70 hrs.	"Naturalization". Direct. Measuring, weighing crops. Gardening, sewing, carpentry, games, nursery rhymes.	Special course in Normal Schools - essential have practice on non-English-speaking classes.
MERCHANT, 1912-1927. Words ..... 400 Words added per week ..... 8-10 No. of Lessons ..... 3 Time per Lesson ..... 1 hr. Measured Achievement ... 120 hrs.	"Think directly in English". Outlaw translation. Little chorus answering. Make real life situations.	2 years experience. B Grade Certificate minimum. O.C.E. should train prospective principals and inspectors - "frequent inspections by good men an outstanding need".
REAMAN, 1927. Words ..... 1000 Words added per week ..... 30 No. of Lessons ..... 3 Time per Lesson ..... 1 hr. Measured Achievement ... 100 hrs.	"Vocabulary of common objects and actions". Pictorial. Each object numbered and brightly illustrated. Noun the core of language. Review for each lesson.	Teacher of minor importance. Course designed for isolated students.
McLEAN AND WATSON, 1931. Words ..... 1000 Words added per week ..... 24 No. of Lessons ..... 2 Time per Lesson ..... 2 hrs. Measured Achievement ... 120 hrs.	"Vocabulary and construction learnt in order". Dramatic. Sketching. Speak before read or write.	Know students' jobs. Help with daily needs. Voice training. Phonetics useful.
WEST, 1933. Words ..... 996 Words added per week ..... - No. of Lessons ..... 5 Time per Lesson ..... ½ hr. Measured Achievement ... 100 hrs.	"Make himself understood with least possible cost of time and effort". Class paired - teacher demonstrated to all - then pairs practised. Considerable dramatization.	"The system must be something which the average teacher can do without elaborate special training".

Britain and the United States of America.

While this progress was being made in Canada, there was considerable activity in Britain and United States of America. Foremost was the work of Dr. H. E. Palmer. From 1914 to 1921 in the Phonetics Department of University College, London, he worked on his ORAL METHOD OF TEACHING LANGUAGES. Perhaps his chief contribution to the solution of the immigrant teaching problem was his emphasis on the need for training teachers in phonetics. He maintained that students should be stimulated through the ear before the eye, and that classes should work in chorus before individuals were required to make responses. Teachers should explain the meaning of new words by means of pantomime.

In the United States of America, few Commonwealths, if any, have had as much experience as Pennsylvania with the problem of teaching English to immigrants. Philadelphia opened eight evening classes for the purpose as early as 1850. They ran from early January to late March at the rate of three classes a week. Instruction was open to everyone, not only the foreign-born. In imitation, Pittsburgh established classes in 1855, Erie in 1869, Scranton in 1878. At first ordinary day-school text-books were used; but in 1902 J. B. Richey, Superintendent of Schools at McKeesport, introduced courses and texts specially adapted to the needs of immigrants. The First World War hastened the growth of similar courses throughout Pennsylvania. The PENNSYLVANIA DEPARTMENT OF PUBLIC INSTRUCTION from time to time issued BULLETINS describing these courses and related methodology. They served as guides to other communities in many parts of the American continent. Two in particular, No. 104 (1934) and No. 293 (1938) threw revealing light on the problem under review. Pennsylvania first made

use of the "suitcase laboratory" in which the teacher of immigrants displayed objects of all kinds to make students familiar with the English names for them. Pennsylvania also instituted a programme of frequent testing. Newspapers and periodicals were used as teaching aids. Teachers of less than four years' experience were unacceptable to the Pennsylvania authorities. Chosen teachers were given training in Guidance, Special Method with the non-English-speaking, and language Characteristics.

Also in 1934 there resulted from long experience in New York a work by MRS. LILLIAN KNAPP HORTON - LANGUAGE FOR LIVING IN A NEW LAND. It was claimed for her -

> "That which is scientifically new in the book is her strict adherence to the laws of learning as exemplified in progressive education....and a firm belief in the psychology of success". 1

The Committee on Techniques of the National Advisory Committee on Illiterates found the book of great value and expressed the keenest interest in it. Mrs. Horton had worked among groups of foreign-born in the congested districts of Greater New York since 1920, and in 1923 had become a "neighbourhood teacher" with the Neighbourhood Teacher Association of New York City under the chairmanship of Mrs. John Bratt. Mrs. Horton made much use of songs to secure clarity in pronunciation; and experimented with the use of tracing in teaching writing. She held the opinion that explicit directions should be given to teachers. She considered her work with immigrants a combination of social service and group study.

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1 L. K. Horton, Language for Living in a New Land, p.iv, Introduction (Woodward).

In 1937 the United States of America Office of Education commissioned E. F. POWERS and M. HETZLER to investigate successful methods of teaching English at the Pacific School, Seattle. Here was a problem of illiteracy among seasonal workers, many of them Asiatics, in the northern fisheries. The subsequent report described reforms of proved value. Mirrors were found effective for improving slovenly placing of the tongue and lips, and incorrect manipulation of the soft palate. Singing helped to prevent the slurring of final consonants. Teachers at Seattle were obliged to study voice production and phonics, and were chosen for skill in music, choral work, and sketching.

In 1940, Dr. E. de S. Brunner published NORTH CAROLINA COMMUNITY PROGRAMME, his report of one of several community courses offered at Greenville, N.C. - this one being literacy in English to classes of 204 whites and 57 negroes. Although the teachers were drawn partly from the staff of the local College and High School, special pre-service training was given them by members of the Community Programme Council to ensure that teaching proceeded in sympathy with the general community aim. Discussion groups were formed and the Project Method was used successfully.

By 1943 Prime Minister Winston Churchill had ensured, by his public support, the success of the Basic English Movement which had struggled along since its launching by the Orthological Institute in 1927. The creator of the Basic English vocabulary of 850 words was C. F. OGDEN. His aim was much more ambitious than that of his predecessors. He saw Basic English as a universal language. He wished to "enable every man to do his talking in English". He contributed to methodology the plan of speaking very slowly to students when introducing new words and forms, but increasing later to a normal rate.

A co-worker with Ogden in his early claims for Basic English was Dr. I. A. RICHARDS now at Harvard, and possibly the strongest individual influence on current immigrant teaching in both Canada and the United States of America. Dr. Richards was educated at Cambridge, England, and worked alongside Ogden in linguistics. He had a not inconsiderable share in the early work of Ogden's Orthological Institute. During World War II, he was called in by the United States Armed Services to expedite the training of personnel unable to speak and comprehend English. His success was so complete and surprising, to himself as well as his employers, that all his subsequent efforts have been concentrated on the refinement and dissemination of his course and methods.[1] He and his assistants, notably Miss C. M. Gibson, working at English Language Research, Inc., Cambridge, Mass., have experimented so ingeniously with aids like films and records, and with an exhaustive system of grading for first steps in English, that the guides and text-books so produced (LEARNING THE ENGLISH LANGUAGE and POCKET BOOK ENGLISH THROUGH PICTURES) are first choice of English teachers in almost every Canadian province and are very widely used in the United States.

Richards strove to build a working model of full English and to prevent "parrot" learning and response. He wished the students to do the most talking, and, to that end, worked out a teachers' guide which was to be rigidly followed. Teachers were required to give physical demonstrations of the meaning of new words and forms.

At this point, 1945, there is found a link between Dr. H. E. Palmer (p.26) and Dr. Michael West (p.21). I. MORRIS, author of

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[1] William Bentinck-Smith, Harvard Alumni Bulletin, No.17,1945,pp.1-7

THE TEACHING OF ENGLISH AS A SECOND LANGUAGE, was an enthusiastic disciple of both men. He had followed with appreciative interest West's work in India, Palmer's in Japan, and had profited by West's VOCABULARY SELECTION REPORT from the Ontario College of Education. In Morris's own words: "The works of H. E. Palmer and Michael West have been particularly stimulating".[1] Morris, in his turn, was a famous and influential teacher in London.

He worked to make the first impression of a new word "a notable impression", trying to develop in students an instinctive language sense. Like Richards, he gave teachers explicit instructions, but placed more reliance than other teachers on a good speaking voice cultivated by a special training course.

C. E. ECKERSLEY was another leading teacher in England who acknowledged allegiance to Michael West and based his vocabulary selection on West's work of that name and on Thorndike's TEACHERS WORD BOOK, produced as early as 1921, and frequently referred to by workers in the fields where some kind of limitation of vocabulary is desirable. Eckersley published ESSENTIAL ENGLISH FOR FOREIGN STUDENTS in 1946, and he reached such prominence that Longmans, Green & Co. began issuing an ESSENTIAL ENGLISH LIBRARY, with Eckersley as General Editor. Books in the Library were written within a vocabulary of 2000 words and found a speedy circulation. Eckersley's experience fitted him for this far-reaching work. He did practical teaching as the senior English Master at the Polytechnic Secondary School, London, with such effect that he became Lecturer in English in the School of

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[1] I. Morris, The Teaching of English as a Second Language, Introduction.

Modern Languages in the Polytechnic, Regent Street. Here he had dealings with students from all over the world. His views on "Essential English" were sharply focused.

He wished his teachers to be widely travelled and to make "Laughter a friend" while teaching. He followed no set plan of lessons, but wandered, rather, from subject to subject. His ideal was to compile an adult sophisticated vocabulary. His methods were more likely to succeed with immigrants whose education in their native land had been better than the average.

When repatriation and re-settlement problems loomed in Britain in 1944, the Government appointed B. L. VULLIAMY advisory instructor in English to the Polish Re-settlement Corps, and at war's end the British Council sought him as a teacher to non-English-speaking classes. It was at the Council's suggestion that he recorded his teaching plan in ENGLISH - THE NATURAL METHOD, 1947. His active teaching of English as a second language began in 1915. His report embodied methods tested and sharpened for over thirty years in Finland, Russia, Czechoslovakia, France and Belgium.

He contributed the theory that students learn best when they copy out the full lesson, even the pictures, no matter how poorly reproduced. His method was to appeal to the adult reasoning power of the immigrants. He strongly opposed speaking slowly and deliberately when teaching.

For the past thirty years the name of DR. FRANK C. LAUBACH has been before those interested in language teaching. TEACHING THE WORLD TO READ, one of his most provocative books, appeared in 1947.

Laubach supported Vulliamy in appealing to the adults' reasoning power, and pointed out the need to keep the memory load light. He had

no place in his method for drill or gestures. He worked, as had Palmer almost thirty years before, through the ear. He gave phonetics very great attention. Laubach believed in encouraging the students. He would never say "No" to them.

A. G. GRACE, was, for some years prior to World War II, Consultant on Adult Education Problems to the United States Office of Education. On outbreak of war he was made Director of Study of the Armed Forces Educational Programme. The lessons, which such an expert in the field of adult and immigration education was able to read in the war-time training of the gigantic United States Army, had implications for the teaching of adult immigrants elsewhere. As might have been expected he kept a carefully documented record of his judgments in EDUCATIONAL LESSONS FROM WARTIME TRAINING, 1948.

Grace chose his teachers with extreme care, and required them to make a close study of guidance and counselling, and personal and social adjustments. He worked on a programme of continual reclassification and allowed the students to proceed at differential rates of progress. Realizing the special urgency of his wartime work, he followed a multiple sensory approach. This was possible in his case because all his equipment demands were expeditiously met. This would not be likely under normal peacetime conditions.

The war brought another significant development in English teaching - this one at Washington, D.C., in 1942. Four agencies collaborated to set up at WILSON TEACHERS' COLLEGE an ORIENTATION CENTRE FOR STUDENTS FROM OTHER LANDS. The enterprise was financed and advised by the United States Department of State, the National Education Association, the Division of International Educational Relations of the United States

Office of Education, and the Board of Education of the District of Columbia. Margaret L. Emmons was the first Director, recently succeeded by A. L. Davis. In the decade after its establishment, thousands of students went through the centre, and it provided an authentic proving-ground for courses, methods, teachers, and standards of student achievement. A healthy offshoot from it was the American Language Centre in which a selected staff pursued research and prepared training courses for prospective teachers of language to immigrants. The Centre became noted for its exploitation of ingenious teaching aids. Some account of the Wilson Teachers' College contribution appeared in 1950 in UNITED STATES OFFICE OF EDUCATION BULLETIN No. 8.

Washington drew its teachers mainly from Latin-America where experience in dealing with non-English-speaking classes was readily obtained. Teachers were unacceptable unless they had at least five years on such classes. In addition, they were required to complete a special training course in Washington. Washington innovations in methods and aids included the daily use of a phonetic chart, paraphrasing newspaper articles into very simple English, repeating radio weather reports over a telephone specially fitted for student practice.

THE INSTITUTE OF EDUCATION, UNIVERSITY OF LONDON, conducted research and trained teachers for the teaching of English as a second language from 1930 onwards. Dr. LAURENCE FAUCETT[1] organized the early work but owing to ill-health unfortunately was compelled to give up. Dr. P. GURREY carried on for many years as Head of the Department until

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[1] P. Gurrey, English Language Teaching, January 1947, p.72.

he went to Africa to do field research and make a report to UNESCO on the teaching of English in Africa.[1] In 1948 a Chair specifically concerned with teaching English as a foreign language was established at the Institute of Education, London.[2] PROFESSOR BRUCE PATTISON was the first occupant.

London made extensive use of the gramophone, and regarded a thorough knowledge of phonetics as essential for the teacher. Extensive reading was recommended as the most important single aid to learning the language. Perhaps London's distinctive contribution was the setting-up of five courses for teachers at various levels, in which training was given in the preparation and grading of teaching material, vocabulary selection, phonetics, and practice teaching with non-English-speaking classes.

Summary of British and United States of America Workers, 1926-1952.

While aims did not change greatly from those cherished by Canadians, the approach became increasingly scientific and experimental, especially after the outbreak of World War II. The students' senses were assailed from all quarters; songs, newspapers, suitcase laboratories, telephones, radios and such devices were employed in the multiple sensory approach. Systematic reclassification became common practice, and students were subjected to frequent testing.

Some authorities established special training courses for their teachers, and almost all insisted on from three to six years' ordinary experience as the minimum qualification for entry on immigrant teaching. Knowledge of and skill in using phonetics were recommended; musical,

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[1] P. Gurrey, UNESCO Report, September 30, 1952, Pp.26.

[2] Bruce Pattison, English Language Teaching, Spring 1952, p.74.

dramatic and artistic gifts were considered desirable.

Encouraging progress was made in providing workable vocabularies and designing courses which moved logically through the elementary steps. Textbooks to fit these courses and, at the same time, suit local conditions and interests were available. But a great deal remained to be done.

The passing years were showing most authorities that two lessons weekly, each of two hours, were as much as teacher and student could manage after working at their ordinary occupations by day. The teaching session spread over approximately thirty weeks. This session allowed between 100 and 120 hours for instruction. Most teachers found that their students attained basic literacy comfortably within this period. It became evident that, despite continually improving teaching aids, the rate at which students could add new words to their vocabulary was no higher than the Canadian pioneers had achieved - between twenty and thirty a week.

The table which follows is of identical pattern with that given earlier (pp. 24-5) on Canadian pioneers.

TABLE V. CONTRIBUTIONS BRITISH AND U.S.A. WORKERS

PALMER, 1926.	Suggestions: Aims and Methods	Suggestions: Teachers
Words ..... -	"Think in whole sentences - give student sense of progress". Show meaning by pantomime. Chorus before individual work. Ear before eye.	Train in phonetics.
Words added per week ..... -		
No. of Lessons 5		
Time per Lesson ..... ½ hr.		
Measured Achievement ... -		

	Suggestions	
	Aims and Methods	Teachers
PENNSYLVANIA, 1934. Words ..... - Words added per week ..... - No. of Lessons ..... 3 Time per Lesson ..... 2 hrs. Measured Achievement ... -	"American citizenship". Suit-case laboratory. Newspapers and periodicals. Frequent testing.	Not less than 4 years experience. Special training in Guidance; in teaching English to non-English-speaking. Study Language characteristics.
NEW YORK (HORTON). 1934. Words ..... 596 Words added per week ..... 16 No. of Lessons ..... 2 Time per Lesson ..... 2 hrs. Measured Achievement ... 80-100 hrs.	"Social adjustments in unfamiliar difficult environment". Songs; tracing to learn writing.	Must follow explicit directions; work combines social service and group study. Know customs of immigrants.
SEATTLE (POWERS & HETZLER), 1937. Words ..... - Words added per week ..... - No. of Lessons ..... 2 Time per Lesson ..... 1 hr. Measured Achievement ... 80-100 hrs.	"Basic literacy for seasonal workers in Northern fisheries". Singing rhymes to prevent slurring final consonants. Use of mirrors to correct positions of vocal organs.	6 years experience. Voice production. Phonics. Ability in music and choral work. Sketching skill.
NTH. CAROLINA. (de BRUNNER), 1940. Words ..... - Words added per week ..... - No. of Lessons ..... 2 Time per Lesson ..... 1 hr. Measured Achievement ... 75 hrs.	"Good citizenship". Project and discussion.	Teachers from:- College Faculty High School Laymen Pre-service training in project technique even for Faculty.

	Suggestions	
	Aims and Methods	Teachers
OGDEN, 1943. Words ..... 850 Words added per week ..... 20 No. of Lessons ..... 4 Time per Lesson ..... 1 hr. Measured Achievement ... 100 hrs.	"Enable every man to do his talking in English". Review every 6th step. Key word-list.	Speak very clearly at first, later at normal rate.
RICHARDS, 1943-9. Words ..... 500 Words added per week ..... 20 No. of Lessons ..... 2 Time per Lesson ..... 2 hrs. Measured Achievement ... 100-120 hrs.	"Build working model of full English". Prevent "parroting". Physical demonstration of meaning.	Follow guide rigidly. Controlled vocabulary. Students do most talking.
MORRIS, 1945. Words ..... 2500 Words added per week ..... - No. of Lessons ..... 4 Time per Lesson ..... 1 hr. Measured Achievement ... -	"Instinctive language sense". Impression of a word a "notable impression". Thinking to be in sense groups.	Explicit instructions. Good speaking voice. Special training course.
ECKERSLEY, 1946. Words ..... 600 Words added per week ..... 25 No. of Lessons ..... 1 Time per Lesson ..... 2 hrs. Measured Achievement ... 64 hrs. Cert. at end of course.	"Adult sophisticated vocabulary". Pictorial. Wander from subject to subject.	Must be travelled. "Laughter a friend."

	Suggestions	
	Aims and Methods	Teachers
VULLIAMY, 1946. Words ..... 1000 Words added per week ..... 20 No. of Lessons ..... 2 Time per Lesson ..... 1 hr. Measured Achievement ... 65 hrs.	"Linguistic sense". Teach course exactly as set out. Students copy out full lesson, even pictures.	Use adults' reasoning power. Do NOT speak slowly and deliberately. Have everything prepared before the lesson.
LAUBACH, 1947. Words ..... 1660 Words added per week ..... 40 No. of Lessons ..... 5 Time per Lesson ..... 1 hr. Measured Achievement ... 120-150 hrs.	"Give student greatest hour of his life". No drill. No gestures. Phonetics chiefly.	Never tell students NO. Use adults' desire for light memory load and reasoning power.
GRACE, 1948. Words ..... Grade 4 level Words added per week ..... - No. of Lessons ..... 5 Time per Lesson ..... 1 hr. Measured Achievement ... 100-120 hrs.	"Understand, join in everyday talk". Multiple sensory approach. Differential rates of progress. Continual reclassification.	Study guidance and counselling; personal and social adjustments.
WASHINGTON, 1950. Words ..... 500 Words added per week ..... 20 No. of Lessons ..... 15 Short Course Time per Lesson ..... 1 hr. Measured Achievement ... 120 hrs.	"Orientation of foreign students". Phonetic Chart. Radio weather reports repeated over phone. Paraphrase newspaper articles.	5 years experience. Mainly Latin-America. Spring Training Course. Use slurred street speech for anecdotes.

LONDON, 1952.	Suggestions	
	Aims and Methods	Teachers
Words ..... -	"Language as an activity of mind and personality".	5 courses at London.
Words added per week ..... -	Exact imitation in chorus work.	Cover all Methods.
No. of Lessons 3	Questions NOT for comprehension but to get students to USE new words. Nothing equals extensive reading. Gramophone and Phonetics essential.	Preparation and Grading of Teaching Material.
Time per Lesson ..... 1 hr.	Value of itinerant expert advisers NOT inspectors.	Vocabulary Selection. Phonetics. Teaching of non-English-speaking classes.
Measured Achievement ... -		

CHAPTER III

RECENT INFLUENCES IN CANADA

Until large-scale immigration began in the last four years, 1949-52, English teaching of immigrants had been carried on only spasmodically. Individual contributions had been valuable, but not widely known. Most of what was prepared was in the simple form of mimeographed sheets distributed among those interested, in the immediate community. Within the boundaries of Ontario, for example, the following were some of those who compiled lessons and supplementary exercises: Mr. E. I. McCulley, of St. Catharines; Mr. C. G. Markham, of London; Dr. Tanser, of Chatham; Miss E. C. Jones of Kingston. The teachers at Windsor, led by Mr. Stuart M. Tuck, constructed cross-word puzzles in simple English for the students. At Kitchener Mr. W. G. Schweitzer and his staff prepared interesting supplementary exercises; at Ottawa M. Antol provided an interpreting and counselling service for the students. In many centres business firms supplied additional reading material in the form of advertisement posters. The service clubs, church clubs, and voluntary organizations, like the I.O.D.E., Y.M.C.A. and Y.W.C.A., arranged social gatherings which all had supplementary educational value. It is proposed to deal at greater length with several other contributions which seem to have special significance. After each of the headings which follow, the name or title of the leader in the contribution appears in brackets.

British Columbia. (Dr. E. C. Lucas).

To British Columbia on the west coast, in the fall of 1948, came a group of immigrant girls - Displaced Persons. English classes were

formed for them to expedite their assimilation as Canadians. One ingenious teacher, who volunteered to take a class for the Y.W.C.A., hurriedly put together a course to meet the need. The teacher kept one lesson ahead of the girls she was teaching. The material was mimeographed and eventually used in the other Y.W.C.A. classes. Later, its influence spread from Victoria to Vancouver, and, finally, all over the Province. The title of the work was ENGLISH FOR NEW CANADIANS - the author, Dr. E. C. LUCAS. She had graduated from the University of British Columbia and had gone to the Sorbonne in Paris where she took her doctor's degree. She returned to teach in the schools of British Columbia for three years, and was principal of a high school for six years. Meanwhile, the High School Correspondence Division had developed to the stage where it needed a writer of French courses. Dr. Lucas was invited to join in that capacity, and, at the end of three years on the staff, she was appointed Director in 1940.

To the course ENGLISH I FOR NEW CANADIANS, compiled in 1948 and early 1949, she later added an ENGLISH II FOR NEW CANADIANS to cater for those students continuing beyond the elementary stage. The provincial government paid for the printing of the courses, and they were distributed free to immigrant classes and to teachers. ENGLISH I met the needs of those who had little or no knowledge of English but who had received an education in a foreign land. It was not suitable for correspondence, but required the help of a teacher. It was put out in units so that students with some knowledge of English might commence at a more advanced point. A Manual of Teaching Directions was supplied to meet the needs of teachers who had no experience in teaching but who did command the English language. If students were able to complete

the course in ENGLISH II in addition to that in ENGLISH I and to pass an examination, they received a certificate in English and Citizenship which they might show to the judge when they appeared in court for the hearing of their petition in citizenship.[1]

Dr. Lucas had in mind that the children of immigrants would quickly learn to speak English, and she felt that it was important to give the parents as rich a vocabulary as the children would acquire. Her vocabulary, then, was chosen to cover approximately 1,500 words by the end of ENGLISH I. She defended this decision in a newspaper article thus: "Teachers have found among their students many cultured people with a wide range of thinking who would not be satisfied with a limited vocabulary. People who have been accustomed to thinking with precision and with fine shades of meaning go back to their own language when they are not equipped to think in English".[2] New words were added at the rate of forty a week. Aids were store, seed and farm machinery catalogues; a scrapbook containing pictures of clothing, food, furniture; and so on. Real money was used in the classroom. Dialogues were included in the lessons.

The chief method was the Gouin, or general demonstration method. For example, when dealing with money, an impromptu dialogue would be arranged between a student as customer and one as store clerk. The teacher was urged to get the proper rhythm and accentuation of the English sentence to establish a sentence-pattern in questions and replies. The students should not be permitted to see the word before they had learned to

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[1] E. C. Lucas, Letters Dec. 10, 1952: Jan.12, 1953.

[2] E. C. Lucas, Food for Thought, Jan., 1950, p.24.

pronounce it; only then was it permissible to look at the book.

While realizing the need for in-service training of teachers, and of the value of the work of an itinerant supervisor, Dr. Lucas was faced with the problem that the provincial government was not ready to spend any more money on the teaching of English to immigrants. In British Columbia there was a pretty general feeling that the education of immigrants was the responsibility of the Federal Government.

Teachers were directed by Dr. Lucas to let the student do the most talking and to get him to lose his self-consciousness. The teacher was to speak clearly and carefully. In pronunciation, it was necessary to draw attention to the exact shape of the mouth for forming sounds in certain words - for example, show that it was impossible to say "a" in "mat" with the lips closed.

Dr. Lucas considered that teachers required ability in dramatic work without being impressively histrionic. An ear for music would be valuable in teaching class-singing. Some of the songs included at the end of the Students' Manuals were: the National Anthems; such old favourites as "Early One Morning", "There is a Lady Sweet and Kind", "Drink to Me Only"; and the rousing choruses of "Clementino", "There is a Tavern", "The Three Crows", "All Through the Night", "All People That on Earth Do Dwell"; finally, there was a small selection of Christmas carols, negro spirituals, and sea shanties.

Quebec - Montreal. (Joseph Kage)

On the other side of the continent, at Montreal, as early as 1920, the Jewish Immigrant Aid Society opened a programme for primary aid to the immigrants, placing them in homes and contacting officials of the government on their behalf. This scheme was effective in the period

between the two wars but when the increased immigration took effect by 1946, something more had to be done. Mr. JOSEPH KAGE, of the Faculty of McGill University, was called in and asked to organize and direct a full social service programme. For this he was well fitted by ability, training, and experience.

He held the degrees of B.A., B.Sc. in commerce, and M.A. in history and philosophy; further, he was a graduate in social work and community organization from McGill University School of Social Work and he matriculated for the doctorate in Social Welfare at Columbia University. His professional experience covered service as a teacher and assistant principal, Jewish People's Schools, a director of summer camps for children, a lecturer in psychology and history in the McGill School of Social Work. He was Chairman of the Public Affairs Committee of the Canadian Association of Social Workers, the President of the Alumni Association of the McGill School of Social Work, and a member of the Board of Governors of the Montreal Council for New Immigrants. As a distinguished member of the Jewish Writers' Association he had command of several languages, including Yiddish, Hebrew, German, and Russian. He was well known as a contributor to the Jewish and English Press, in which his articles on social welfare appeared regularly.

He threw himself enthusiastically into the campaign for assimilating the immigrants. He organized social workers to meet the New Canadians at the ports and to arrange finance and guidance for those who needed them. The primary need was to get them employment as quickly as possible, but it was found that a number, even of the skilled people, needed re-training if they were to be suitable for employment in Canada. From a purely practical point of view, then, language training was the first need.

If workers could speak and understand even a little English or French, their chances were, to that extent, better.

Mr. Kage set up classes at no fees to the pupils; and with no financial assistance from the government, trained his teachers through monthly meetings, and mimeographed directions to them, and set about preparing his own material for lessons and experimenting with methods. He secured the use of the Baron Byng High School by paying rent to the School Board and contributing to the salary of the janitor.

McLean and Watson's book ENGLISH FOR NEWCOMERS he found useful as a base and on it prepared his own work exercises. His teachers found that, as the classes progressed, there was a great demand for supplementary reading. Some years before, Mr. Kage had written a series for the local press called "Pages from Canada's Story". Some of the titles were "The First British Colony in North America - Newfoundland". "Jacques Cartier", "The Golden Dog", "The First Canadian Farmer", "The Wars With the Indians", "Henry Hudson". Mr. Kage took these and simplified the language to suit the students of elementary English. Each sketch covered about four mimeographed pages. They were immediately popular with students and teachers and remained an important supplement in the Montreal classes. That their appeal went beyond Mr. Kage's own organization was evidenced in the fact that the Roman Catholic School Board secured permission from Mr. Kage to translate some of them into French for its own classes.

The Jewish Immigrant Aid classes in 1953 numbered between twenty and thirty, most of them in English, about one-tenth in French. Mr. Kage was able to retain the services of about ten public school teachers, one high school teacher, and a number of university graduates with

teaching experience, although they were no longer professional teachers. The total enrolment in the Jewish Immigrant Aid Society's schools was approximately 1,600 in the spring of 1953.[1] That indicated the notable growth since the modest beginnings of 1946.

Other agencies in Montreal caring for immigrants in 1953 were: The Catholic School Board, of which M. Rene Gauthier was Director of Service to New Canadians; the International Y.M.C.A., of which Mr. Ernest Taylor was the director of classes; and the New Canadian School of the Anglican Church, directed by the Rev. Norman Gore. These agencies were linked in the Montreal Co-ordinating Council for New Immigrants. This alert organization, in September, 1952, collaborated with the Canadian Citizenship Council in conducting four seminars for the training of teachers of immigrants. The subjects were: The Background of Immigrants, by H. Seyward; Aspects of Immigrant Adjustment, by Miss Constance Hayward; Demonstration teaching of Elementary Language and Citizenship, by Miss M. F. Gaynor; Adult Education and Immigrant Education, by the Rev. R. Eric O'Connor; Advanced Language Teaching and Pronunciation Problems, by Mr. William C. Hankinson and Miss M. F. Gaynor; The Role of the Ethnic Group in the Integration of the Immigrant, by Dr. V. J. Kaye; the Local Scene, by Mr. Robert Hill; and The Teaching of Citizenship - A Panel Discussion, led by Mr. Joseph Kage.[2] These seminars brought together powerful forces in immigrant education in Canada.

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[1] Annual Report (1952) Jewish Immigrant Aid Society.

[2] Digest Report from Canadian Citizenship Council, 148 Laurier Avenue, Ottawa.

Saskatchewan and the Canadian Citizenship Council, Ottawa. (Miss M. F. Gaynor)

The Consultant on Immigrant Education for the Canadian Citizenship Council, MISS M. F. GAYNOR, did good work in training teachers of immigrants. Miss Gaynor was born and educated in Saskatchewan. Following graduation, she taught for several years in the provincial schools and, after war service, in 1945 was appointed Supervisor of Citizenship Education in the Adult Education Division of the Saskatchewan Department. The problems of immigrant education immediately confronted her. Aware of the claims of Basic English and of the work of Dr. I. A. Richards of Harvard, she studied under his direction, at intervals visiting other universities and observing the work of other teachers of immigrants. With other enthusiasts (among them Mr. H. H. Monkman, of Toronto) she attended a course in the training of teachers in Basic English at Laval University, Quebec City, and, in the summer of 1946, 1947 and 1948, organized courses at her own university in Saskatchewan, along somewhat similar lines.

Her teacher-training course covered six weeks with three hours a day, in all a session of 90 hours study. Briefly, the following were the units of the course:

(1) Problems of learning a second language -

(a) the teacher demonstrating methods in the new language - grammer, rules, vocabulary - that is, the old-fashioned method.

(b) the teacher demonstrating methods in the new language with Basic, linking words and actions, using a controlled vocabulary with words and structure-patterns being taught - that is, the syntax-pattern approach of Basic English.

(2) How to progress from the first lesson.

(3) Basic English and the word list.

(4) Examination of the textbook.

(5) Analysis of each of the 30 lessons in the textbook with demonstration teaching.

(6) Examination of the other textbook - ENGLISH SELF-TAUGHT THROUGH PICTURES - and a comparison of it with LEARNING THE ENGLISH LANGUAGE.

(7) Films, film-strips, records.

(8) Writing in basic English - stories, citizenship information.

(9) What about formal grammar?

(10) Second-year work - advanced classes.

(11) Teaching illiterates or near-illiterates, especially those with a different alphabet in their mother-tongue - for example Chinese or Ukrainians.

(12) The work-shop -

(a) preparation of teaching aids - maps, charts, flash-cards, etc.

(b) assigned reading; Basic English films produced by March of Time; films for citizenship; recordings, and other audio-visual aids.

The work Miss Gaynor was doing attracted attention from outside her own Province. In the fall of 1948 she was asked to join the staff of the Canadian Citizenship Council at Ottawa as Consultant on Immigrant Education. From that time onwards her services were at the disposal of any organizations controlling classes for immigrants throughout Canada. She travelled widely, lecturing and demonstrating, and training teachers where requested to do so. She streamlined her course so that, in her own words she "trained teachers in periods ranging from two hours up to twenty hours". She worked in close co-operation with Dr. Richards and his staff at Harvard, and sponsored a great deal

of supplementary reading material for Canadian use. When there was delay in the production of Book IV in the LEARNING THE ENGLISH LANGUAGE SERIES, Miss Gaynor furnished, first, a mimeographed and, then, a printed guide for teachers as to the correct procedure beyond Book III. At her office in Ottawa, she conducted an information bureau. Teachers from all over Canada and the United States wrote to her with their problems and she assisted them to the limit of her power.

Toronto. (H. H. Monkman)

There was one further tributary of the gradually widening stream of achievement in immigrant education which should be traced with some care. This was the contribution made by Mr. H. H. Monkman of Toronto, Ontario. The Toronto Board of Education had conducted classes in English and citizenship for New Canadians from the beginning of this century. The demand on their service had fluctuated considerably in accordance with the rate of immigration. Between 1930 and 1940 classes had fallen to a minimum. Mr. Monkman was called to the principalship in 1941. He was a graduate in Arts and Pedagogy of the University of Toronto, and took a keen interest in immigrant work soon after graduation.

When he took up his task in 1941, there were two immigrant classes, total enrolment: 75 students. When he handed it over to his successor six years later, there were approximately 2,000 students in over 40 classes. He found the supply of textbooks inadequate and the prescription for the course non-existent. He was able to piece something together out of the works of: REAMAN; McLEAN AND WATSON; ECKERSLEY; and WEST, but the latter pair were not suited to Canadian conditions, dealing as they did with English and Indian settings.

TABLE VI. EXPANSION OF TORONTO ENROLMENTS AND CLASSES, YEARS 1941-48

Year	Enrolment	Classes
1941	75	2
1944-45	267	7
1945-46	312	9
1946-47	350	10
1 47-48	1202	40

As the enrolment expanded the problem of securing suitable teachers became more acute. It had been the practice to give "occasional" teachers the posts. Some of these were extremely good, but many, as would be expected, were inept. At first the payment was only $4.00 a night - not really attractive. By strenuous efforts from the principal, this was increased to $5.00 and later to $6.25 - with the result that the positions were more sought after and the principal was able to make some selection. Proceeding by trial and error, Mr. Monkman decided that special training must be given to the staff. His requests for a summer course in teaching English as a second language met with amiable agreement but with little practical assistance. He arranged conferences for his teachers, gave demonstrations, and realized, as Miss Gaynor had done in Saskatchewan, that teachers must be made to appreciate the problem faced by foreigners when learning a new language. With this in mind, he was able to arrange to have his teachers taught in the Yugoslavian language, an effective device of letting us

"See ourselves as others see us".

Winston Churchill's championing of C. K. OGDEN'S Basic English aroused Mr. Monkman's interest in the possibilities of using it for

his classes. In newspaper references he read of the work of Dr. Richards at Harvard, and when a training course for teachers was held at Laval University, in 1947, he went off hopefully to Quebec to study the new techniques. The course was under the direction of Dr. I. A. Richards and Miss Gibson who collaborated with him in most of his important research and publications. It lasted for eight weeks and was aimed at instructing teachers to handle a course up to the level of 1,000 word vocabulary.

Mr. Monkman watched skilled demonstrations of teaching directly in a new language, with no use of the mother-tongue; and he was given ample opportunity to practise for himself under experienced supervision. In small groups he and his colleagues studied the organization of teaching programmes, facilities and aids; and had some practice in preparing teaching material couched in limited English. He was introduced to the use of records, tape recorders, films and film-strips for helping illiterates. He took advantage of the chance to learn in the laboratory how to make his own film-strips. He took part in discussions on special methods, such as the making up of songs at the vocabulary level of the students; the place of excursions to historical sites, factories, and places of interest where explanations could be given to the students in language simple enough to be intelligible to them.

The important influence of the Laval experience on Mr. Monkman was that it gave him practical contact with a system of which he had thus far only theoretical knowledge. It stimulated his own powers of invention and provided him with many ideas already being translated to reality by Richards at Harvard. He returned from Laval thoroughly convinced that the Richards' plan would work. Along beside him there,

Yugoslav coal-miners had studied the new language, and, within five weeks, had learned sufficient to be able to return to England, where they were employed teaching their compatriots in the English coal mines. He was convinced that teachers do need special training for immigrant work - that they should, first of all, make a careful study of the Guide to the Teacher provided with the LEARNING THE ENGLISH LANGUAGE SERIES. An exchange of problems with each other at conferences would be of great assistance, but most effective would be some kind of continuous summer-school training of a minimum of four to five weeks.

Toronto. (J. G. Johnston)

Owing to pressure of University Extension work, Mr. Monkman unfortunately was forced to withdraw from the Night Schools in 1948. He was succeeded by Mr. J. G. Johnston, who followed the pattern so expertly laid down, and availed himself of new material and methods continually coming available to expand and improve the programme. In the four years 1949-52, the total enrolment of immigrants in classes conducted by the Toronto Board of Education under Mr. Johnston's principalship averaged over 5,000, with over a hundred and seventy teachers. This represented almost 25 per cent of the work done with immigrants in the whole province of Ontario.

TABLE VII. ENROLMENTS AND CLASSES, TORONTO AND ONTARIO, IN THE YEARS 1948 - 1953.

Year	Enrolment		Classes	
	Toronto	Ontario	Toronto	Ontario
1948-49	2546	12,710	81	533
1949-50	4700	15,080	118	591
1950-51	4500	12,919	127	542
1951-52	5543	24,354	176	846
1952-53	5607	22,456	172	772

Recent developments in the system of immigrant education in Ontario. (Community Programmes Branch of the Ontario Department of Education)

When the Pacific war ended in August, 1945, educationists in Ontario did not delay long in launching a campaign to assimilate immigrants. The Universities Adult Education Board, in October, 1945, asked that a course be prepared suitable for the training of immigrants in English and Citizenship. Because he was known to be an enthusiast for the Richards' methods, Mr. H. H. Monkman was entrusted with the task. The course he had prepared was tried out, under his direction, at the King Edward School, Toronto, from February, 1946. In May of that same year a Citizenship Supervisor was appointed to launch a province-wide programme, and an official opening was held on September 19, 1946.

The title "Ontario Adult Education Board" replaced the earlier "Universities Adult Education Board". School Boards and Boards of Education throughout the province were asked to arrange classes. In areas where regular teachers were unavailable, the newly-formed Board undertook to provide instructors.

In May of the next year, 1947, nomenclature underwent a third change - the "Community Programmes Branch" of the Ontario Department of Education took over from the "Ontario Adult Education Board". For purposes of administration, the province was divided into five (later further sub-divided into eight) parts, and a district representative appointed for each.

(1) Eastern Ontario, with Ottawa for the centre.

(2) Central, with Toronto the centre.

(3) Western, with London the centre.

(4) Northern, with North Bay the centre.

(5) North-western, with Fort William the centre.

Where School Boards provided teachers and equipment, the cost involved was subject to partial repayment by grants from the legislature. Classes held in other places were paid for directly by the Community Programmes Branch.

At first the students were charged no fees, and teachers were provided with texts and guides, as these became available, by the Community Programmes Branch. In some isolated areas, generous help was given by the companies which made space available for improvised classrooms, and, in some cases, the services of employees who were able to act as teachers. As, with each successive session, the programme became better and better integrated, there were demands for a full series of textbooks, supplementary reading of all kinds, teaching aids such as film-strips, films, tape recorders, and guides in teaching pronunciation.

By 1949 it had become fairly common to hold teachers' conferences for exchange of ideas, discussion of methods and aids, and for bringing teachers and administrators up to date. The Department of Immigration and Citizenship at Ottawa contributed supplementary pamphlets; the Community Programmes Branch itself compiled booklets; and the Canadian Citizenship Council, a voluntary national body, in 1948 commenced a vigorous campaign for immigrant education.

Meanwhile, from Harvard, under the inspiration of Dr. Richards and his staff, the first three books covering a vocabulary of approximately 500 words of the LEARNING THE ENGLISH LANGUAGE SERIES came into Canada, and were adopted by Community Programmes in 1949. The books were altered

in some respects specifically for Canadian use, and published by Nelson in Toronto.

In the field of pronunciation, William C. Hankinson of Montreal made special studies of the requirements of the immigrants. He attracted the attention of Community Programmes officials and later gave a series of courses instructing teachers. He was later responsible for several publications on this important subject. The work of Inez E. Reade IMPROVE YOUR ACCENT was made available in 1949 and, more recently (1952) an Ontario teacher, S. E. Stubbs, provided a manual on pronunciation called OUR SPEECH. This was of special value to practising teachers because it was based on Mr. Stubbs' own work in the immigrant classes of Ontario.

Summary

An outstanding need in immigrant education, its urgency heightened by World War II, was for suitable text-books. Many teachers compiled their own exercises and mimeographed them.

In British Columbia, E. C. Lucas wrote a course for beginners in a vocabulary of 1,500 words. She provided detailed directions in a teacher's manual and made use of the Gouin method. She called to her aid such homely things as seed and farm machinery catalogues. Her course included common songs. The government supplied her courses to students free of charge and recognized completion of it as a qualification for naturalization.

In Montreal Joseph Kage considered language training the first need of immigrants. It gave them the best chance of employment. Working on McLean and Watson's book as a foundation he wrote modified courses and

additional exercises, and used parts of his own "Pages from Canada's Story" for supplementary reading. He received no financial aid from the government. To improve his teachers' efficiency he joined in seminars for the training of teachers and the exchange of ideas.

Florence Gaynor was one of the experts invited to the seminars. She studied with Dr. Richards at Harvard, and, after attending a teacher training course at Laval, Quebec, set up her own course for teachers at Saskatchewan. In 1948, she joined the Canadian Citizenship Council at Ottawa as Consultant on Immigrant Education.

In Toronto, H. H. Monkman experimented with demonstration lessons to his teachers in Yugoslavian to emphasize the bewilderment of new students of English. He pressed for higher salaries for his teachers. Following the teacher training course at Laval, he became an advocate of the Richards methods. He was unable to continue his work in Toronto, but had the satisfaction of watching it grow under J. G. Johnston until it embraced almost one-quarter of the work done in the whole of Ontario.

In May 1947, Ontario was divided into five districts for the administration of immigrant education by the Community Programmes Branch of the Ontario Department of Education. By 1949, textbooks, especially prepared for Canadian use, were forthcoming. Hankinson, Reade and Stubbs did helpful work on simple phonetics and pronunciation problems. Stubbs' book was particularly valuable because it was the product of his own teaching experience in the official Ontario programme.

The predominant theme of recent workers in Canada was the need for supervision of teachers, a planned course of training, and the provision of opportunities for regular conferences and discussion of common problems.

CHAPTER IV.

ADMINISTRATION OF ENGLISH TEACHING PROGRAMME TO IMMIGRANTS IN CANADA.

(a) Teachers' Salaries. With the exception of Quebec Province, the various provincial legislatures provide for grants for part payment of salaries through the Department of Education. Prince Edward Island pays the full salaries, New Brunswick 60 per cent, others 50 per cent. The balance is paid by the local School Boards. The grants are allocated through the Division of Adult Education in Nova Scotia and Newfoundland; Local Boards of Education and regular Night Schools in other provinces, with the variation that, in Ontario, the Community Programmes Branch is entirely responsible for salaries in some districts where local Boards are unable to operate. Some provinces stipulate a minimum enrolment of students before paying grant, viz. Nova Scotia, New Brunswick, Manitoba, Saskatchewan - minimum, eight students. Saskatchewan further requires a minimum of eight (rural), ten (city) and a minimum of ten lessons in the session. Alberta sets thirty-five students as a class maximum. The rate of payment of teachers varies from $ 3 per night in Prince Edward Island, Quebec, Newfoundland, to $ 10 per night in Ontario.

(b) Fees paid by students are more a token payment than a contribution having any considerable effect on the financing of the programme. Where Community Programmes Branch works apart from Local Boards in Ontario, there is no fee; nor in Prince Edward Island nor in Nova Scotia; Ottawa (Ont) and Kingston (Ont) Boards charge nothing; Quebec students pay $ 1, which is refundable; others range from $ 2.50 (New Brunswick) to $ 12 (parts of British Columbia) for the full session. Table VIII and Table IX show Rates of Payment to Teachers and Fees payable by Students in all the

provinces and at the centres in Ontario and Montreal specially visited.

TABLE VIII. STUDENTS' FEE (DOLLARS PER SESSION) : TEACHERS' SALARY (DOLLARS PER NIGHT) ALL PROVINCES EXCEPT ONTARIO.

	Fee	Salary
Newfoundland	Nil	3
Prince Edward Island	Nil	3
Nova Scotia	Nil	4
New Brunswick	2.50	6
Quebec	Refundable	3
Manitoba	5	6
Saskatchewan	5.50	6
Alberta	12	5
British Columbia	4-12	6

TABLE IX. STUDENTS' FEE (DOLLARS PER SESSION) : TEACHERS' SALARY (DOLLARS PER NIGHT) ONTARIO CENTRES VISITED, AND JEWISH IMMIGRANT AID SOCIETY, MONTREAL.

	Fee	Salary
Toronto	5	10
St. Catharine's	5	8
Hamilton	5	10
London	2.50	10
Windsor	4	7.50
Kitchener	2	9
Ottawa	Nil	8
Kingston	Nil	8
Montreal, J.I.A.S.	3	5

It is noteworthy that Quebec differs from other provinces in that the teaching work is carried out by various organizations on a voluntary basis. There is evidence that School Boards receive rent, and contributions for payment of caretakers, from such voluntary workers. In Montreal the voluntary service is shared by Service Neo-Canadien; International Y.M.C.A.; New Canadian School and Jewish Immigrant Aid Society.

(c) Classrooms, Equipment, Books, Aids (films, posters).

In the main, classrooms and working equipment, chalk, boards, maps

etc., are supplied by the local School Boards, but, in isolated districts where such are not available, private companies have improvised classrooms and offered them to teachers. Authorities prefer to usehigh school or collegiate rather than elementary buildings wherever possible, since desks and fittings generally are more suited to adult occupation. Furthermore, the auditorium, with which many secondary schools are fitted, is an ideal place for group meetings and special functions at Christmas and Graduation. Private companies and tourist agencies provide supplies of posters and illustrated sheets; the National Film Board, Canadian Pacific Railways, the Ford Company and others keep flowing a stream of useful films. Geographical, historical and language films and strips are received through Local Boards and from the Canadian Citizenship Council, a voluntary national body with headquarters at Ottawa and close liaison with the Federal Department of Citizenship and Immigration.

Such books as are considered essential for teachers and students are provided free by the Department of Citizenship and Immigration. They are sent direct from the Federal Department on request, or are supplied through the Canadian Citizenship Council, or in Ontario, through the Community Programmes Branch. The following is the current list for First Year Students:

Learning the English Language, Books 1, 11, 111, 1V.

Workbook for Learning the English Language, Books 1, 11, 111, 1V.

Advanced Language Exercises.

Supplementary Readers:

(a) Let's take a journey to North and South America.

(b) Stories from other lands.

(c) More stories from other lands.

(d) Round the earth with Captain Slocum.

Improve your accent (Reade).

In addition to these, students may purchase, at a fraction above cost price, other useful books like -

General Basic English Dictionary.

The Steps to Canadian Citizenship.

The Ontario practice is to sell these through the local Boards, each Night School requisitioning its own supplies and selling at a round figure to ensure that the Board will not lose on the transaction.

Investigation across Canada reveals that in every province but British Columbia the LEARNING THE ENGLISH LANGUAGE series, the work of Dr. I. A. Richards and Christine M. Gibson, is the chief textbook. ENGLISH THROUGH PICTURES (Richards) is used extensively in rural areas by isolated students unable to reach regular classes, with ENGLISH FOR NEWCOMERS (McLean and Watson) popular in Montreal. British Columbia is making some use of Richards' works, but the chief textbook[1] is that specifically written for the province by Dr. Lucas, Director of the B.C. High School Correspondence Branch.

(d) Co-ordination of the programme.

There is little co-ordination at a national level. The Federal Department of Citizenship and Immigration acts largely as a distribution agency but does not come to close quarters with immigrants as actual students, nor has it any real yardstick for determining the efficiency with which the books and equipment it supplies are being employed. Two

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[1] ENGLISH FOR NEW CANADIANS.

periodicals, FOOD FOR THOUGHT (Canadian Association for Adult Education) and Canadian Education Association NEWSLETTER, keep readers informed of the programme's progress. In other ways - by encouraging and financing investigation and research, these two voluntary associations promote interest in immigrants' welfare. The Canadian Citizenship Council, though also voluntary, is the nearest approach to a co-ordinating body. It has appointed a Consultant on Immigrant Education[1] who is available for demonstration teaching, training of teachers, consultation on literature, aids, and relevant matters. Her services are being used more and more by various provinces. Inevitably, as the Council is a voluntary body, its appointee has no official standing. Canadian provinces are keenly jealous of their rights in the educational field, and, by long custom, treat with suspicion, even resentment, any move to lift any section of the educational programme to the national level. Respectful of this tradition, the Canadian Citizenship Council can give service only when expressly asked for it. Its journal Citizenship ITEMS circulates throughout Canada, serving news of immigrants to the general public and offering suggestions for new teaching methods, aids, and background-reading to the practitioner in English and Citizenship classes.

Ontario, alone among the more heavily populated provinces, has a Supervisor of Immigrant Education (the present official[2] is a new Canadian) working within the framework of the Community Programmes Branch

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[1] Miss M. F. Gaynor.

[2] O. Nielsen.

of the Provincial Department of Education. He advises teachers of new methods and literature, arranges conferences and seminars, and, through the District Representatives in the various centres of the province, keeps in touch with teachers. As far as possible, he travels round the province on class visitation and for meetings with staffs and local principals. To his office in Toronto come reports, for example, of student attendance and teacher hours, for classes conducted solely by Community Programmes Branch (C.P.21) and Citizenship Class Attendance Reports for classes conducted by Boards. Monthly summaries of attendance for the whole province are thus made possible. Copies of these are, in turn, forwarded by Community Programmes to the Federal Department of Citizenship and Immigration. Duplicates of requisitions for supplies made through Community Programmes to local Boards on behalf of the Federal Department of Citizenship and Immigration are also forwarded to Ottawa. In the Annual Report of the Minister for Education there are included details of immigrant attendance and of the results of achievement tests taken by a large number of the students. Efforts are being made by the Supervisor of Immigrant Education to evolve standardized achievement tests for the province. Such tests were given in 1951, 1952, 1953 and, though arousing considerable criticism, have gone some distance towards the evolution of a reliable guide to performance. The tests will be examined more closely at a later stage in this report.[1]

Prince Edward Island, with a much smaller area than Ontario, has been satisfactorily served by an itinerant Supervisor, himself a New

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[1] See p. 90.

Canadian, fluent in several European languages. He travels from district to district guiding teachers and assisting interested employers to form small classes, and even teach, themselves, when regular certificated teachers are not to hand.

Such supervision does go some way towards co-ordinating the programmes at the provincial level; and regular reports help. Some such reports required by Ontario School Boards are -

TORONTO	Evening Teachers' Salary Form - to Business Administrator, monthly. (Form 1658).
	Requisition for supplies - to Business Administrator (as required). (Form 232).
	Attendance for Evening Classes, pupil hours - to Accounting Department. (Form 1006). [1]
KINGSTON	Monthly summary - Evening School Attendance.
WINDSOR	Vocational Schools Report of Attendance, for Principal.
ALL CENTRES	Spring Report on Annual Examinations - to Board of Education.

In Montreal the Supervisor is obliged to furnish an Annual Report, covering similar information to that listed above, to the Jewish Immigrant Aid Society.

Summary

The foregoing facts are significant because they supply answers to Question 5 asked at the outset of the investigation on page 4. They may be summarized as follows.

The Canadian programme of immigrant teaching is financed partly by fees from students, but very largely by grants from provincial legislatures

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[1] Forms from Toronto Board of Education.

and school boards. The Federal Government offers to subsidize up to one-half of the provincial grants. The size of fees and teachers' salaries varies considerably from province to province.

School Boards supply classrooms and normal working equipment, but private companies commonly assist with aids like films, posters, illustrated sheets. The Federal Department of Citizenship and Immigration is responsible for all essential textbooks. The chief textbook throughout Canada is Richards' LEARNING THE ENGLISH LANGUAGE series. Only in British Columbia is it exceeded in popularity by Lucas' ENGLISH FOR NEW CANADIANS.

Teachers and the public are informed of progress in the programme by three periodicals, FOOD FOR THOUGHT, NEWSLETTER and ITEMS. Both by publishing the last-mentioned journal and by its work in demonstration teaching and teacher training, the Canadian Citizenship Council is the nearest approach to a co-ordinating body on a national level. Ontario has a Supervisor of Immigrant Education and Prince Edward Island an itinerant Supervisor. Such officials co-ordinate the work on a provincial level.

All School Boards and the Ontario Community Programmes Branch require regular reports of attendance, teachers' salaries, supplies and student achievement.

CHAPTER V

ACTUAL PRACTICE IN ONTARIO

Introduction

Chapter IV has dealt with the administration of the teaching programme. The present chapter attempts to describe the course, methods, teaching personnel and student achievement. With respect to most of these, material presented here is based on a province-wide investigation of all available official records. These sections of the picture should be accurate. It should be explained, however, that the section on method and that portion on teaching personnel which deals with personality requirements are the results of personal observation in the classroom. They are, therefore, highly fallible. Although findings were checked in every case with local supervisors acting as independent observers, the author readily concedes that there is a great possibility of error in the sections mentioned. In all he visited 204 classes, conferred with that number of teachers, and observed in detail twenty-five lessons, twenty of these in the regular Ontario programme. The twenty-five lessons covered only fifty hours of teaching, which, though richly productive of information to an experienced observer, were all too short for reaching irrefutable conclusions. To assist the reader, it is proposed to indicate at the head of each paragraph in the section on method the number of cases on which the finding is based. Percentages are employed only as convenient figures to suggest approximate trends - not in anyway to claim accurate assessments.

I COURSE

1. Textbook and Course.

The course for first steps in English followed in Ontario is contained in LEARNING THE ENGLISH LANGUAGE, Books, 1, 11, 111 and (by Spring, 1953) IV. These books build up to a vocabulary of approximately 500 words, only sixteen of these being verbs, plus the auxiliaries "will" and "may". Dexterous use of prepositions and adverbs with these produces the verbs needed for expressing simple, everyday ideas. The course is planned to make the learners do most of the talking and to build a small-scale, accurate working model of full English. The vocabulary is carefully graded so that each successive point is presented with the least chance of confusion and risk of disturbing what has already been established. Word order, the laying down of a set pattern, is given a place of paramount importance. The intake of new words is purposely slow; a learner meets them only at the rate of twenty per week.

Teachers found that a gap appeared in the course at the end of Book 111. Many students finished the course well before the session ended and became restless and discontented when they then seemed to make no further progress. Some additional work had to be supplied. So effective had the course been to that point that teachers in general lacked confidence to devise their own supplementary exercises. The Consultant on Immigrant Education for the Canadian Citizenship Council supplied a compilation - ADVANCED LANGUAGE EXERCISES, and, pending its preparation, some local teachers prepared and mimeographed their own efforts.[1] Book IV of LEARNING THE ENGLISH LANGUAGE was published in

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[1] See page 40

Spring 1953 and was well and gratefully received. But there is still need for supplementary material for class and private reading. A large percentage of teachers and administrators, consulted during the current investigation, felt this was the paramount need of the course for the teaching of immigrants.

2. Aims.

While the over-all aim is obviously teaching immigrants to speak, write, understand and read English at an elementary level for convenience in everyday living, teachers, observed and interviewed in Ontario, confessed to cherishing a variety of aims. The Supervisor of Immigrants for the Community Programmes Branch put his aims formally and sectionally -

(a) To converse on simple, well known subjects like the weather and children.

(b) To understand well enough to give simple recapitulation of a radio announcement.

(c) To read a newspaper with reasonable understanding.

(d) To write a simple note or explanation.

Other aims striven for in Ontario classes were:-

To treat students as adults and persons.

To encourage them to feel accepted by the group.

To help them to step over the barrier separating them from Canadian citizenship - the first step (the language) is hardest.

To compel immigrants to do, at least, elementary language study.[1]

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[1] The President, J. P. Kidd, Ottawa, of Canadian Citizenship Council, holds the view that just as immigrants are obliged to be equipped with suitable footgear when taking Government employment under contract, so should they be obliged to don other essential equipment - knowledge of the first steps in the language of people around them.

A Montreal authority, Joseph Kage, Jewish Immigrant Aid Society, maintains that facility in elementary English (or French) boils down to a plain matter of living. Chance for employment would always be much better for one so equipped.

To teach students to dress in Canadian fashion to get the feeling of identity with people of their new country.

To bring students to a standard of proficiency in English acceptable to the Judiciary all over Canada. Such uniformity would simplify and improve Citizenship preparation.

To train students so that they acquire the social graces. If a link can thus be forged with a local Friendship Council so much the more rapidly will assimilation proceed.

II METHODS OF TEACHING.

Because of their paramount importance in teaching, it may be profitable to give an overall picture of methods as observed, before proceeding to a more detailed analysis. The general impression was of friendliness and co-operation. As students arrived, many were greeted familiarly by their teachers, who knew the national background and daily occupation of most of them. Rooms were well furnished with blackboards, wall decorations, and some aids. In most classes students were compactly grouped. Lessons followed a clearly defined pattern. Of the two-hour period, approximately one hour was devoted to new work and review, one half-hour to each, and twenty minutes to reading. Correction of work-books occupied another fifteen minutes. Teachers thus had some time left for extra work on weak sections, or for short lectures by students, dramatizations, films, or other special activities. Most classes were punctual, and followed an established routine. Students knew where books and equipment were to be found, and moved purposefully from one section of a lesson to the next.

There were four leading methods of doing review. Many teachers worked with groups of six or seven students, who, unbidden, took up regular positions, answered questions, contributed statements, and

then made way for the next group. Other teachers worked with pairs of students. This method was more tedious and less animated. A few teachers allowed the class to give answers in chorus. A very few played on the students' sense of achievement by employing the inspirational method of appealing to the students' imagination and calling on their inventive powers.

In teaching new work, the Gouin method of saying while doing was most in evidence. It seemed that many teachers needed intensive practice at demonstrating new word meanings. The primary object of the course was acknowledged to be the encouragement of conversation, but the difficulty of giving stimulating demonstration which so many teachers encountered caused student participation during lessons to be relatively disappointing. Students paid very close attention; the fault was not in their indifference, but rather in the teachers' lack of skill. This was due to limited or no training in the method. Moreover, teachers found special difficulty in conforming to the limited vocabulary of the course, and in framing sentences in harmony with the syntax-pattern laid down. An appreciable number spoke in a stilted, unnatural way because they were not thoroughly confident in the limited vocabulary. The observer gained a strong impression that a working knowledge of phonetics would have improved the teachers' efficiency, making them better able to understand and solve the many pronunciation problems.

Reading also was taught by demonstration. Teachers first worked through the exercise before inviting students to read individually. Occasionally classes read in chorus. Many teachers used prepared question lists to test comprehension and encourage conversation.

Workbooks were generally written up as voluntary homework, and teachers spent a relatively short time in correction of them. This was done by groups writing on blackboards, about seven students at a time until all had their turn. More frequently the teacher gave out oral corrections.

Many teachers lost sight of the fact that students were adults. Teachers were almost all trained and certificated for day work with children. They were enthusiastic and felt they were doing national work. They took obvious pleasure in meeting their students and helping them with personal problems before regular teaching commenced each night. However, they saw little of the students except on actual lesson nights. This amounted to the equivalent of approximately five weeks of day school in a whole session. It did not give much opportunity for one of the most effective methods of teaching - close knowledge of the student and shared interest in his activities.

Classroom Observation

There now follows a more detailed report of classroom observation. In brackets after each sub-heading is indicated the number of cases observed.

1. Room decoration: Blackboard. (204 cases)

Equipment common to almost all classes included maps, posters, calendars, pictures, sketches, diagrams, songbooks, collections of common objects, cards, coins, question sheets, pronunciation and meaning sheets. In the main, blackboard summaries were developed as the lessons progressed, and removed as each section was ended, and before review re-commenced. But there were isolated cases where boards were already full when the lesson opened. This was contrary to the instructions of the framers of the special course. It indicated that some teachers had only a sketchy knowledge of the required teaching procedure. For instance, 15 per cent

had review words on the left board, words of the new work ready on the centre board, and relevant sketches on the right. These were time-savers, but out of harmony with the course, which strives for ear before eye impression throughout.

2. Class size, disposal, lighting, temperature. (204 cases)

In all classrooms, arrangements for light and heat were all that could be wished. All but 5 per cent of rooms were of normal type with dual desks facing the main blackboard; in the exceptions the students were ranged at L shaped tables with the teacher strategically and familiarly placed in the angle. Such could be managed only with small classes up to fifteen or sixteen. Disposal of students in 45 per cent of classes was compact and effective for teacher control. Fifty-five per cent were loosely spread over the whole room with gaps between groups. It was noted that loose discussion and mild misbehaviour occurred in 10 per cent of classes thus casually disposed. The average attendance in classes during visits was nineteen. The largest number present was forty-six, a special class of re-grouped beginners; and twenty-nine in what may be termed a normal first-year class. The smallest was twelve. Eighty-five per cent of classes visited ranged from twelve to twenty-five and 70 per cent from twelve to twenty.

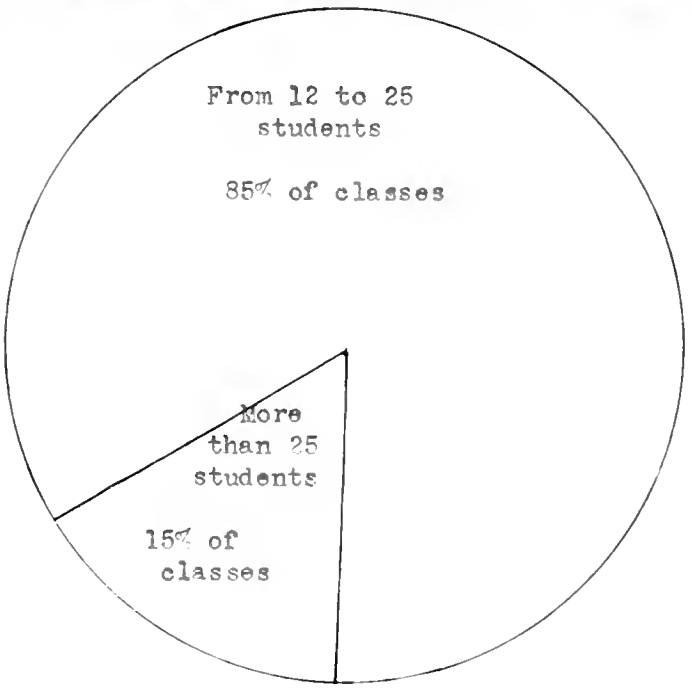

FIG. 4. CLASS SIZES

3. Lesson Preparation. (204 cases)

Investigation revealed that approximately half the teachers devoted one hour per week to lesson preparation. Twenty per cent managed with half to a full hour; 10 per cent needed longer - one to one and a half; 10 per cent one to two hours; and 10 per cent as much as two hours per week.

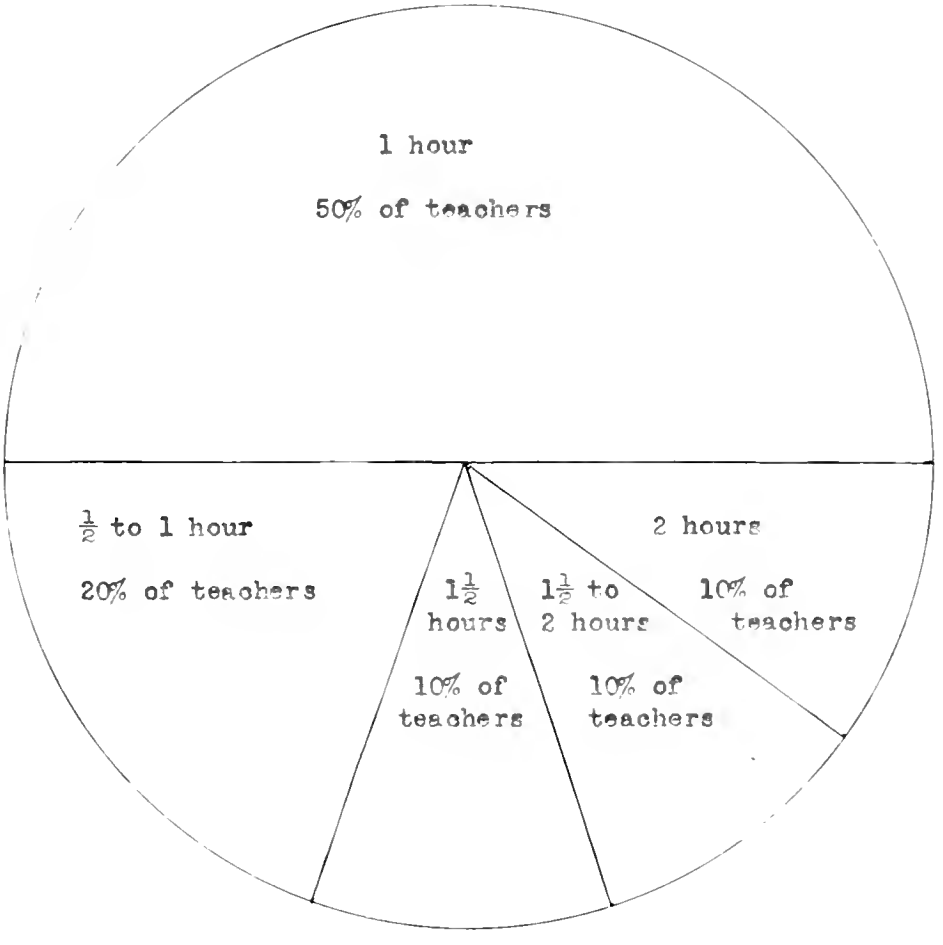

FIG. 5. TEACHERS' WEEKLY LESSON PREPARATION.

4. Special Work. (204 cases)

The comparatively common use of dictation and formal grammar was unexpected - in view of the expressed opinion of the framers of the course.

The order of popularity of special aids seen used in lessons was as follows:-

Short lectures by students - one class in five.

Playlets; spelling and dictation; formal grammar and analysis; supplementary reading - three classes in twenty.

Class meetings; flash cards; mapping and writing - one class in ten.

Films and film strips; tape recorder - one class in twenty.

5. Reception of students before lessons began, and relations between students and teachers in the classroom. (25 cases)

In 75 per cent of classes visited, the students were greeted personally by their teachers. Ten per cent had the services of interpreters able to speak several European languages and help absolute newcomers to cross the racial barrier with some assurance. In the remaining 15 per cent of classes no attempt was made to welcome nor acknowledge the presence of the students, until the lesson began. Time before lessons commenced was spent by 40 per cent of teachers discussing personal student problems, for example, filling in official forms, or planning the buying of insurance. Twenty per cent secured the co-operation of students in preparing for the work of the evening. Thirty-five per cent indulged in general chatting, and five per cent stood or sat about idly. Teachers knew and used the Christian names of students, irrespective of age, in 45 per cent of classes. Thirty-five per cent struggled to address men and women by their surnames, thereby encouraging the newcomers to rest content that European names to Canadians were as Canadian to European. A few teachers compromised, using Christian or surname according to degree of familiarity of their relation with particular

students. Fifteen per cent of teachers were unfamiliar with the names of their class-members, about a third of these not knowing any individuall student, and resorting, therefore, to pointing when requiring answers. At the other end of the scale, several teachers kept carefully compiled note-books of the personal and national background of students, of their present work, and what appeared to the teacher to be their main weaknesses and needs in the new language.

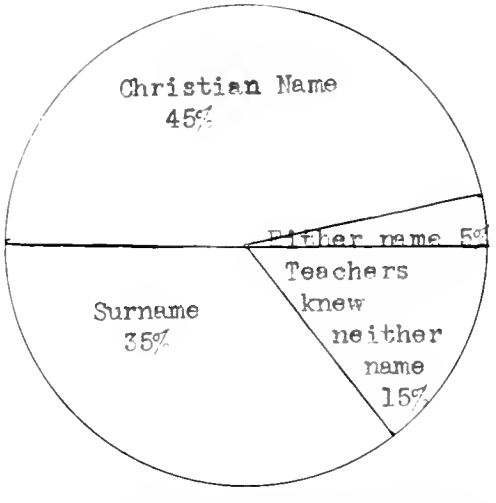

FIG.6. METHODS OF ADDRESSING STUDENTS.

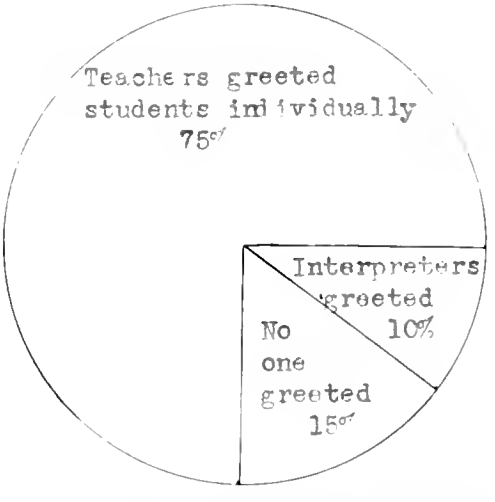

FIG. 7. GREETING STUDENTS.

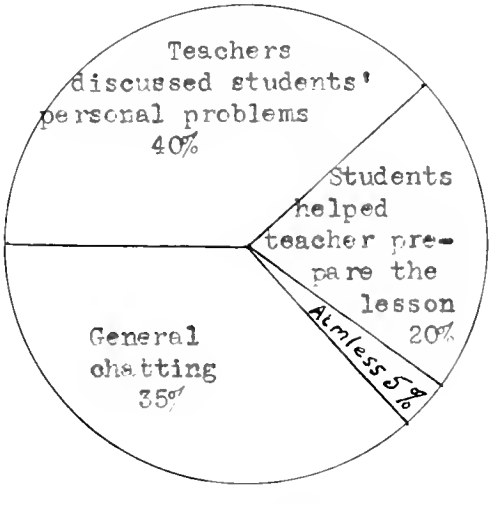

FIG. 8. ACTIVITY BEFORE LESSONS.

6. Students' Background. (25 cases)

A knowledge of their students' background is always valuable to teachers, but especially so when dealing with newcomers of differing racial extraction. Seventy per cent of teachers were well informed in this direction, half of them notably so. Five per cent knew something but very little. Regrettably, the remaining 25 per cent knew nothing of their students except their names - in some cases not even so much.

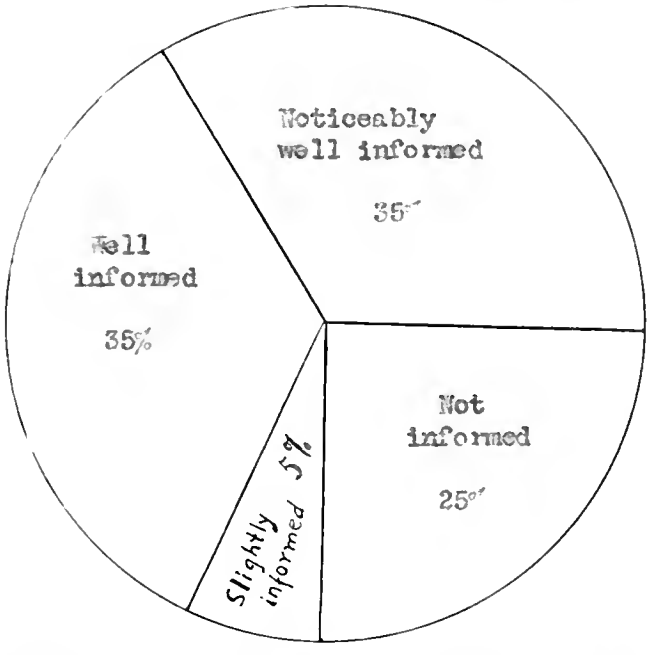

FIG. 9. TEACHERS' KNOWLEDGE OF STUDENTS' BACKGROUND.

7. Routine Punctuality. (25 cases)

Eighty-five per cent of teachers commenced work promptly as the bell rang, but, as the lesson proceeded, there were various delays. Ten per cent of classes had a legal recess in which students left the room for five to ten minutes, others marched round the room obeying various orders to place hands on heads, stretch arms upwards etc. - an apparently childlike, but obviously popular recreation.

A further 15 per cent lost time through poor planning for changing over. Ten per cent of teachers lost time trying to get one person to understand a thought, while class attention wandered. In another 10 per cent of classes students chatted to neighbours in their own languages. Half of them were pleasantly checked with reminders that only English must be heard in school - the other half were actually permitted and encouraged to lapse into their mother-tongue. Something which ensured good use of available time was observed in 20 per cent of classes - a close understanding between teacher and students as to the books required for a particular section of work, where such were kept, and whose turn or regular duty it was to distribute them.

8. Methods of Review. (25 cases)

Common practice was to review old work before opening new sections. The most popular method of review was by selecting students to give individual answers from their seats. This occurred in almost half of the classes visited. A slightly smaller number of teachers directed groups of five to seven students to take up regular, known positions in front of the class and answer a series of three to five questions each. Another plan was to have pairs of students answer in turn a prepared list of questions. This happened in 15 per cent of classes. About one teacher in ten allowed chorus answers from those in class who knew. Half the teachers observed had prepared question lists to save time and ensure adequate coverage of topics. Slightly more than half took advantage of slips, noticed in responses, to drill the class in pronunciation as part of review activity. Sixty per cent carefully repeated explanations of points in doubt or dispute by a logical build-up on the blackboard or by lightning sketches or by display of objects.

In accordance with the requirements of the course, full sentence answers were required by over 80 per cent of the teachers. Few teachers noticed the topical needs of the students and adapted the lesson to minister to them. Only 10 per cent of those observed were seen to do this. A similar small number took pains to vary words and expressions to prevent students from "parroting" their answers by mechanical memory instead of constructive thought. Only one teacher in eight played upon the sense of achievement in students by complimenting them on their answering or giving them comfort after failure by commenting "Good try; almost correct: I'll return to you!" The average time devoted to review was twenty-six minutes. No review period took longer than thirty-five minutes nor less than twenty.

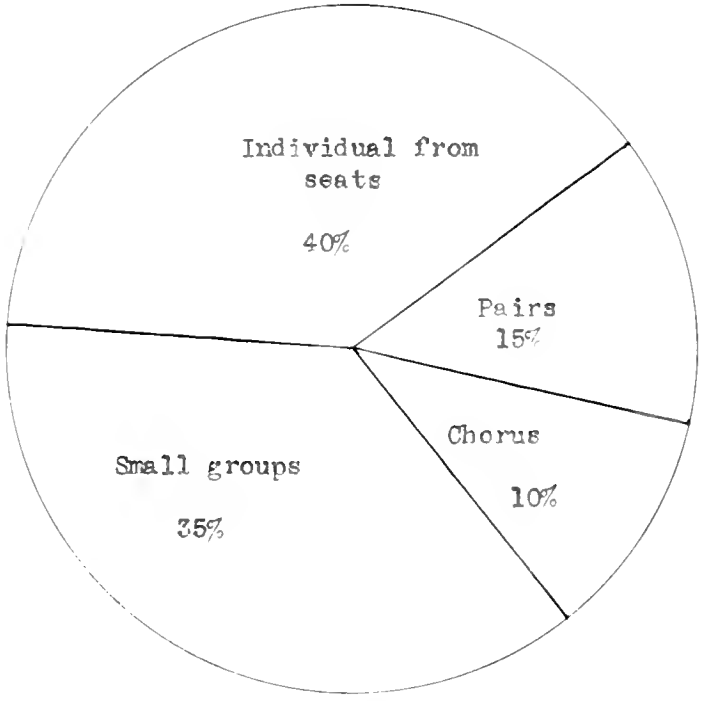

FIG. 10. ANSWERING BY STUDENTS.

9. Teaching New Work. (25 cases)

Teachers on the average spent twenty-eight minutes teaching new work. The period ranged in length from forty to twenty minutes. In demonstration of the new work, teachers strove to keep within the controlled vocabulary and to frame thought only within the syntax pattern laid down in the course; but in 60 per cent of classes teachers did depart from these restrictions, making as many as thirteen slips at the worst. Average departures were four; and up to 45 per cent of teachers made only three slips or less.

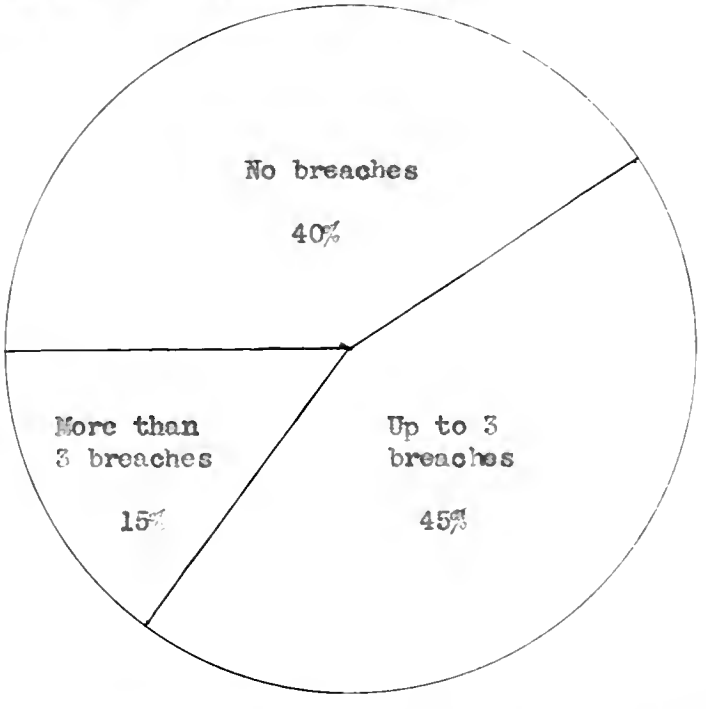

FIG. 11. TEACHERS' BREACHES OF VOCABULARY AND/OR SYNTAX-PATTERN.

Students found demonstrations difficult to follow, as was to be expected; and it was observed that, in 40 per cent of classes, pairs of students gave mutual help in their mother-tongue. Twenty per cent resorted to semi-surreptitious consultation of foreign dictionaries.

One of the cardinal principles of the framers of the course was that

English only was to be employed in the classroom. Approximately half the teachers visited conducted pronunciation drill as a result of defects they noticed in spoken English.

10. Reading from textbook. (25 cases)

Most teachers allowed students to sit when reading aloud, but 15 per cent required them to stand like school-children. About three-quarters followed the plan of having reading done individually, with occasional chorus work; but the other quarter heard all reading in unison. Despite course suggestions to the contrary, 15 per cent of teachers introduced explanation and discussion of formal grammar into the reading section of their instruction. Continuing their campaign for intelligible pronunciation, 35 per cent seized opportunities to drill the class on weaknesses made apparent in the individual reading. To ensure comprehension of reading matter 30 per cent of teachers had prepared question lists to test comprehension. These were carefully followed. Approximately one teacher in ten related the reading lesson to local affairs and students' current interests. Some teachers required students to read individually, very softly, for the teachers' ears only. Meanwhile other students were restless. In unison reading, teachers failed to correct blurs caused by wholesale mispronunciation and faulty intonation and one teacher beat time for the class as if it were a choir. Teachers were about equally divided in the practices of questioning regularly at the end of each paragraph, or of questioning when something of significance was encountered. One teacher concentrated his questions on the student who had just read. Such was his intensity and skill that he held the general class attention even while doing so. Only exceptional teachers could expect such success.

11. Workbook Exercises. (25 cases)

It was observed that the general plan of teachers was to have these exercises for voluntary home-work. Only 15 per cent required them to be worked out in class. Correction of them was undertaken orally in 80 per cent of classes visited. In half of these the teacher then wrote ALL answers on the blackboard; in the remainder he wrote up only answers which presented problems. The other plan of correction was by groups of five to seven students writing their answers on the board under the teacher's supervision and subject to criticism in chorus from the class. However, whichever method of correction was selected, all teachers were seen to move round the room inspecting the books of individual students and ensuring that all had opportunity to clear up misunderstandings.

12. Teacher Approach. (25 cases)

The teacher's main tool of trade is his voice. Of those visited only 10 per cent spoke too softly and 5 per cent too loudly for hearer comfort. Fifteen per cent strove so hard for clarity through careful articulation that tonal quality was forgotten and monotony resulted. More than half the teachers spoke at normal speed. Five per cent were slow during first demonstration and returned to normality in drill and review. Again in efforts for clarity, 10 per cent were unnaturally jerky, while, on the other hand, 25 per cent - as people will under observation - spoke faster and faster as tension during lessons developed. The mood of teachers during lessons varied from 60 per cent, genial; 15 per cent, notably sympathetic with their students; 10 per cent, passive and inclined to be indulgent; a similar proportion, intense and restrained; and 5 per cent, impatient and irritable. Three-quarters of the teachers were enthusiastic; three in twenty were noticeably

unenthusiastic; while one in ten was unhappily distant and cold in approach. The carry-over from day work was evident in the fact that almost half the teachers treated their students as children, not adults. This was most noticeable in the classes where students were addressed by their Christian names, and required to stand when answering questions or reading. Though there are differences of opinion on these matters, the experts consulted during the investigation unanimously denounced the practices. Teachers were evenly divided on the question of compulsory or voluntary homework; and similarly in their observance of the learning-load placed on students during lessons. As problems arose unexpectedly for individuals or groups or even the whole class, 70 per cent of teachers were seen to grasp them and proceed to elucidation. The remainder either failed to notice them and passed on or located them only after considerable delay and embarrassment for all parties.

13. Student Attention. (25 cases)

It was to be expected that attention would be high in classes of men and women who come together voluntarily for a purpose so closely linked with their welfare in a strange land. Even so, the quality of teaching and suitability of the course will affect the attention of the best intentioned. The Morrison Measurement of Attention Count recorded the total number in attention at intervals of three minutes throughout each lesson. From this total was reckoned the percentage of attention in each class observed. The highest result was in a class where, at any given time, approximately 97.8 per cent of students were in attention. The lowest result was in a class where 85.7 per cent were in attention. Even this figure, low by comparison with the former, indicated that, in a class of 25 students, for example, the teacher could expect to have not more than one or two

students failing to pay attention at any given time. Any inefficiency in the teaching programme could not, therefore, be blamed on inattention by the students as a whole.

14. Student Participation. (25 cases)

A fundamental objective of the course is to get students actually talking. Apart from group responses and share in drills, individual student participation was measured by the Morrison Count. The Count allowed for the number of students who did something voluntarily or when asked, who answered a question voluntarily or when asked, who asked a question, who helped another student, who contributed a statement. Easily the highest scoring class averaged 11.8 acts of participation per student per hour. The next highest was 8.78, and the lowest of all was 3.17. In a count of this kind, one can dare to notice only a possible trend; but it may be noteworthy that, in 83 per cent of lessons, students contributed, individually, between four and eight statements per hour. In addition they participated in unison drill and chorus responses from the class. Whereas a stipulated aim of the course is to have the students doing most of the talking, the observer received a clear impression that the Ontario teacher still was compelled to do the larger share in 1952-1953.

III. TEACHING PERSONNEL.

1. Qualification and Experience.

Within Ontario, teaching personnel was recruited almost entirely from the ranks of regular day teachers, in the following divisions:- Secondary, 19.8 per cent; Public, 77.2 per cent; others, 3 per cent.

Inquiry into the teaching service of the "others" revealed that a number were also former certificated teachers.

TABLE X. RECRUITMENT OF TEACHERS FOR ENGLISH AND CITIZENSHIP COURSE, ONTARIO

Source	Percentage
Secondary Schools	19.8
Public (Elementary) Schools	77.2
Others (chiefly former certificated teachers)	3

Academic standing of teachers broke into distinct divisions for the more densely populated portion of the province to the south and east, and for the north-western district. The latter, centred on Fort William, had: Teachers with University degrees, 7 per cent; with First Class Permanent Certificates, 76 per cent (which drops as low as 50 per cent in some years, on account of isolated rural classes having to be taken by teachers of lower qualification); with Second Class Certificates or less, 17 per cent. By contrast, Southern Ontario had: Teachers with University degrees, 65 to 75 per cent; with First Class Permanent Certificates, 35 to 25 per cent.

TABLE XI. QUALIFICATIONS OF IMMIGRANT PROGRAMME TEACHERS.

Southern Ontario		North-west Ontario	
Qualification	Percentage	Qualification	Percentage
University degree	70	University degree	7
1st. Class Certificate	30	1st. Class Certificate	76
2nd. Class Certificate	Nil	2nd. Class Certificate	17

Teaching experience of those engaged in the work over the province was:- more than ten years, 60 per cent; from three to ten years, 20 per cent; less than three years, 20 per cent. For the city of Toronto, the general experience was somewhat longer:- more than ten years, 61 per cent; from three to ten years, 31 per cent; less than three years, 8 per cent. In the north-western district, the average span of experience was eleven years.

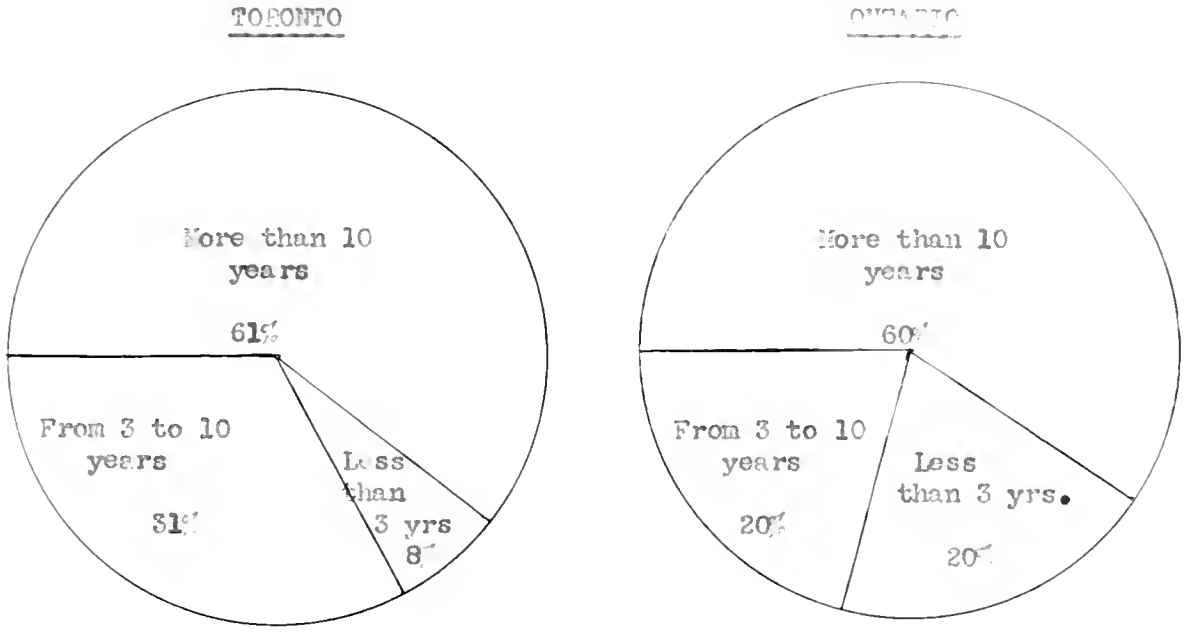

FIG. 12. TEACHERS' EXPERIENCE, TORONTO AND ONTARIO COMPARED.

2. Training.

Training, given teachers for their specialized work with immigrants, was of two types - pre-service and in-service. In Toronto, the vice-principals taught demonstration lessons on first steps, methods of review, methods of drill, and of more advanced work necessary in Book III and (recently) Book IV of LEARNING THE ENGLISH LANGUAGE. A lesson was given to all teachers by a foreign linguist, employing some European tongue, to point first steps in that strange world - strange to them, as the English world must seem to our New Canadians. Criticism and general discussion followed all demonstrations. The Principal issued a sheet of instructions and hints to teachers. Vice-principals did likewise to their own staffs. Audio-visual aid experts gave demonstrations of the operation of their projectors and tape-recorders.

A pre-session staff meeting was held, at which new teachers were inducted into their duties, general difficulties were discussed and plans laid for the ensuing session.

It was found that other centres had similar pre-session meetings, and that older teachers acted as mentors of the new and less experienced. Several Hamilton teachers prepared by taking part in the Summer Course in Elementary English at McMaster University. Fort William, in the north-west, held an Institute in Course Content and Methodology, with the help of the District Inspector of Schools.

In-service training was attended to by staff meetings as required during session. At Windsor, conferences were called to plan lesson units built on from year to year. Ottawa had a standing committee which discussed current teaching problems and drafted tests on each textbook. At Fort William, the Inspector of Schools co-operated in formulating and using with teachers an assessment sheet for rating teachers' work. This aroused profitable discussion for improvements in method and teacher approach. The Canadian Citizenship Council offered teacher-training courses and demonstrations by the Consultant on Immigrant Education. Groups of teachers (but by no means an appreciable number) made use of these offers; a few travelled to New York, Harvard, Michigan - for teachers' courses; and a few others to Montreal to share in the seminar[1] sponsored there by the Co-ordinating Council for New Immigrants. Most teachers relied on what in-service training was available in their own school.

Discussions with teachers, and with others engaged in work with

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[1] See p. 46.

immigrants, elicited the information that 70 per cent felt a need for a course in simple phonetics, sufficient to enable them to give adequate help in pronunciation problems; and 60 per cent wanted a course in the language peculiarities and cultural backgrounds of the chief national groups coming to Canada. Others indicated that refresher courses in simple English Grammar would be of great value.

Teachers in other provinces.

It may be helpful to repeat here that Prince Edward Island had an Itinerant Supervisor who ranged the province helping those who taught immigrants. He himself was a New Canadian. This accounted for the province's requirement that teachers were desired to have a knowledge of the background of other languages. Saskatchewan also had experienced people travelling to various parts of the province giving instruction to teachers. These officials were employed under the Director of Adult Education, Regina. Provinces required certain minimum qualifications of their teachers - Nova Scotia, the provincial Teacher's Licence, Newfoundland, the First-class Certificate, while British Columbia and Manitoba drew their teachers mainly from among the holders of permanent secondary certificates who were working in High Schools.

3. Personality Requirements.

As in the case of paragraphs 5 to 14 in the section on Teaching Methods, the findings in this section on Personality Requirements are based on 25 cases only, those teachers whose work was examined in detail.

With the help of local principals and supervisors, the observer recorded traits and skills revealed in the course of actual lessons given. Nothing absolute was derived from these recordings; but the

present investigation may be further sharpened by inclusion of the impression of an experienced teacher from another country, modified by the judgment of an additional observer (local principal or supervisor) to whom the teacher being observed was thoroughly well known.

The Morrison Profile showed that ingenuity, initiative and leadership stood out first; sympathy and co-operation stood second; discipline, third. Other qualities ranged in the following order:- securing student participation; clarifying lesson procedure; effective questioning; voice quality; adapting subject matter to student needs. The Xavier Analysis Chart, which analysed factors contributing to the lesson, showed, at the top of the seven factors isolated by the author:-

First, student growth to desirable attainable goals.

Second, desirable teacher-student relationship. This was co-ordinate with the "sympathy and co-operation" noted in the Morrison Profile.

Third, established control technique. This was also co-ordinate with the "discipline" of the Morrison Profile.

Fourth, carefully planned procedure for directing learning.

Fifth, skilled use of language.

Sixth, quick, correct location of the necessary point of contact with the learner.

Seventh, guidance of the learner in the solution of the difficulty.

In general, then, the observer's impression was that the apparently successful teacher of immigrants in those centres of Ontario and Montreal visited by him showed a higher than average degree of ingenuity, initiative and leadership, linked with sympathy and firm discipline. By a carefully planned procedure, by attention to controlled vocabulary and syntax pattern, and by clear speech in a voice of pleasant quality, the teacher was able to get an encouraging, though by no means maximum, amount of student participation.

IV. ACHIEVEMENT OF STUDENTS.

1. Testing.

Of approximately one hundred active participants in Ontario immigrant education consulted on the vexed question of a testing programme, 12½ per cent were completely opposed to tests. They feared immigrants were discouraged by them. They were too formal, had too much of an air of coercion. There was the problem of their lack of objectivity, their fluctuating standard. It was claimed that the review section in LEARNING THE ENGLISH LANGUAGE sufficed for testing purposes. One group of opponents could see virtue in later tests for citizenship; another group condemned any province-wide programme at any stage. The fact remained that 87½ per cent favoured tests, and it was evident that they were widely used.

(a) Tests for admission to course were given at nearly all schools informally by the vice-principal, and included questions on date of entry to the country, schooling in the homeland, and a short practical reading test. At Ottawa, a skilful interpreter was present to assist both immigrant and examiner, and to keep in touch when enrolment had been effected to ensure that the newcomer was rightly placed. Kingston had two admission tests, - a quick preliminary in speech, reading and previous schooling; a set Questionnaire consisting of twenty questions on name, country of origin, employment, family, reason for coming to Canada, religion, three general geography questions.

(b) Re-classification tests were given as a regular routine in only 15 per cent of schools visited. The plan in others was to promote or drop after consultation between teacher and principal, and on the suggestion of interpreters where such were available. Those who did

re-classify regularly, made changes at the end of tests on Book 1, LEARNING THE ENGLISH LANGUAGE, or at the end of each two-month period of the session.

(c) Merely for testing progress - not re-classification - regular tests were given variously. Some gave them at the end of each Book; some at the end of each month; some half-way through the course and at the end of Book III. Some gave small tests at the end of each week. The substance of these tests varied from spelling, to formal grammar, to letters, and five-line compositions. At St. Catharine's, teachers had collaborated to build a series of foolscap tests on USING OUR LANGUAGE (Davis and Cantalon); and, in three of the ten centres visited, teachers had combined to fashion standardized tests to be administered at certain stages of the course. The largest Toronto centre, Harbord, had Mid-Term tests on Books 1 and 11 requiring the student to fill gaps in sixty statements, covering eight sections of knowledge. Care was taken to make these tests as objective as possible. Detailed directions were given to teachers for conduct of the tests and evaluation of the papers returned.[1]

2. Accreditation.

Accreditation of students, as they progress from class to class, or transfer to other schools, was provided for.

(a) The Ontario Department of Education issued a New Canadian Citizenship Classes Progress and Transfer Card, blue in colour for First Year, yellow for Second Year, green for Third Year. It could be filled in to state which Book had been completed. There was additional space in which to record the date, the teacher's signature, and the name of the school.

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[1] Copy, Appendix D p. 156.

(b) The Community Programmes Branch of the Ontario Department of Education supplied an Attendance Card (C P. 27) which stated Class and Hours of Instruction, advisor or teacher, signed by Director, Community Programmes. This card was for use where the Community Programmes Branch, unable to work through a local Board of Education, engaged its own teachers.

(c) Community Programmes required a Teacher's Rating Form (C P 18) of the Effort and Achievement of students during session. Internal tests gave teachers material for compiling this report. It was broken into the following gradings:-

(i) excellent co-operation, strong desire to fit into Canadian life.

(ii) high degree of co-operation, good attitude.

(iii) good co-operation, fair attitude.

(iv) fair co-operation, passable attitude.

(v) lack of co-operation, unhealthy attitude.

(d) Toronto Board of Education presented a Graduation Diploma in the Five Year Course in English and Citizenship. It was signed by the Director Education and indicated school, teacher and date.

(e) Toronto Board of Education had also a Record Card showing standard, date of admission and of completion, with details of attendance, ability, teacher's remarks on the reverse side. It was signed by the Director of Education.

Cards similar to these listed were issued by other Boards of Education and were acceptable throughout the province, ensuring a partial co-ordination of the programme.

3. Province-wide Tests.

As mentioned in the section on Administration,[1] Community Programmes Branch attempted to standardize tests on elementary English Usage and Citizenship. After a very simple, exploratory examination in 1951, for which 3,200 students wrote papers and 2,500 (78 per cent) passed, the 1952 examination was more complex. It consisted of fifty questions in eight sections of English Usage; fifty questions on Citizenship; and a

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[1] See p. 62.

hundred-word account comparing life in Canada with the immigrant's homeland. Teachers had been informed that the examination would be somewhat exacting and were advised to enter only those who were eager and likely to succeed. The consequence was a smaller entry, 2,300; but a higher proportion of passes - 1,932 (84 per cent). The 1953 paper took 1952 as a model.[1] It had seventy-nine questions in seven sections on English Usage; thirty-six questions on Citizenship, and in place of the written answer comparing the two ways of life, a blank map in which were to be shown - provinces, lakes, rivers, cities and towns. The Citizenship paper evoked considerable criticism, and results from the whole province were below the level of 1951 and 1952. Figures for Toronto centres did not vary so much. They were:-

TABLE XII. RESULTS PROVINCE WIDE TESTS, TORONTO AND ONTARIO YEAR 1953.

Centre	Sat	Passed	Per Cent
Bloor	177	151	85
Nth. Toronto	90	68	74
Harbord	339	245	72
Cent Commerce	136	114	84
Ryerson	65	36	55
Lansdowne	81	57	70
Total	888	671	76
ONTARIO	2949	1917	65

It should be conceded that continuance of experimentation towards standardization of a province - even nation - wide test, or series of tests, is warranted. This throws open to educational research a big, untenanted field.

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[1] Copies from Community Programmes, 206 Huron Street, Toronto.

TABLE XIII. RESULTS PROVINCE WIDE TESTS ONTARIO COMMUNITY PROGRAMMES, YEARS 1951-53.

Year	Sat	Passed	Percentage
1951	3200	2500	78
1952	2300	1932	84
1953	2949	1917	65

4. Duration of course.

Policy with respect to duration of course has not changed a great deal since the intensive campaign for immigrant education began after World War II. In the years 1946, 1947 and 1948, courses ran from October 1 to March 1, approximately forty-five evenings; 1949, 1950, 1951, from September 19 to May 31, approximately sixty-eight evenings. The year 1952 saw a longer vacation at Christmas and closure at the end of April instead of May, approximately sixty evenings. The practice over the province was two-hourly lessons twice a week. If this time was fully utilized, students had approximately 120 hours' instruction during the session. In the experience of all teachers met with, this was found adequate over a period of seven years for achievement of literacy by all students who attended regularly. Classes observed and listened to attentively by the observer, and addressed by him after as few as ninety hours' instruction, could comprehend his remarks made in an unfamiliar accent (Australian), and could speak to him on everyday topics to his ready understanding. In 34 per cent of classes visited, time was lost for several reasons:

(1) a recess allowed to the students, ten minutes each evening.
(2) unpunctual start.
(3) slow change-over from one section of the lesson to the next.
(4) bad lesson planning.

Timed delays under (2), (3), (4), caused losses of nine to ten minutes each evening. However, even allowing for the cumulative effect of such

time loss over a session, almost all, if not all, students who attended regularly in Ontario, would receive from ninety to one hundred hours' instruction at least. From the point of view of the time factor, the programme as planned makes strong claim to be regarded as adequate.

TABLE XIV. ATTENDANCE PERCENTAGE FOR ONTARIO AND CENTRES VISITED, YEAR 1952-53.

Centre	Percentage
Toronto	74
St. Catharine's	71
Hamilton	60
London	62
Windsor	69
Kitchener-Waterloo	55
Ottawa	70
Kingston	69
ONTARIO	66.6

5. Attendance.

The average attendance over the whole province, as reported to Community Programmes Branch for the session September 1952 to April 1953, was 66.6 per cent. The sparsely settled north-western district, centred on Fort William, returned an average of 71 per cent. Figures for the centres actually visited in the course of the investigation were in line with the provincial one:- Toronto, 74 per cent; St. Catharine's, 71; Hamilton, 60; London, 62; Windsor, 69; Kitchener, 55; Ottawa, 70; Kingston, 69. Some significance may be attached to the fact that the average for Jewish Immigrant Aid Society's classes in Montreal also was approximately the same as all the above - 70 per cent. Influxes were reported in all centres in September and January; but there was a considerable "drop-out" at Christmas, leaving November the peak month for aggregate enrolment. Irregular attendance and "drop-out"

occurred for the following reasons:-

(a) students were employed on night-shifts. Kitchener, in particular, was affected by this.

(b) teachers were uninspiring. Local supervisors reported that teacher rating was based, to some extent, on ability to keep up class attendance. Teachers whose classes attended spasmodically were not sought for re-engagement in the next session.

(c) students changed employment.

(d) students attended regularly until they felt they had sufficient command of English for their immediate needs. They then dropped out.

(e) there were travel problems where students came in from outlying areas. Kingston reported special disadvantages in this connection.

(f) when a class covered a wide range of ability, good students became bored, poor students - discouraged. Both types left, unless re-classification took place.

(g) irregular attendance itself caused final "drop-out". Students who, because of a casual, carefree attitude, became irregular attenders, frequently grew discouraged when confronted by work already mastered by the rest of the class. Eventually they dropped out. Italian students were consistently mentioned in this category.

8. Absentees.

Teachers took considerable trouble to follow up absentees. Follow-up action was of three types -

(a) Discussion of possible causes of absence with students present in class. (Gene Autry's visit to Windsor, for example, was found to be responsible for a below average attendance on one occasion while the observer was visiting).

(b) Personal inquiry when students returned from absence, thus showing that they had been missed, and were welcome as an indispensable part of the class.

(c) Telephone inquiries at the homes or places of employment of the absentees. This action was found especially valuable, enlisting, as it did, the interest of the home, and the sympathetic co-operation of most employers. The obvious workmanlike approach of a teacher, sufficiently interested to check up on his students in this manner, impressed men of business and industry.

TABLE XV. PERCENTAGE OF STUDENTS BEYOND BASIC AT CENTRES VISITED, AND ONTARIO

Centre	Percentage
Toronto	42.4
St. Catharine's	44
Hamilton	47
London	45
Windsor	40
Kitchener-Waterloo	50
Ottawa	12
Kingston	40
ONTARIO	40.6

7. Students proceeding to higher studies.

Evidence that students were attracted by the full-range programme of Citizenship Classes to go beyond the elementary, basic literacy stage, was forthcoming in enrolment figures. Of total enrolments, the following percentages represented students beyond the basic stage:- Toronto, 42.4; St. Catharine's, 44; Hamilton, 47; London, 45; Windsor, 40; Kitchener, 50; Ottawa, 12; Kingston, 40. The north-western district, centred on Fort William, had only 7 per cent. This was not unexpected in such a lightly populated area. The Jewish Immigrant Aid Society's classes in Montreal had 45 per cent beyond basic. Returns for the whole province of Ontario showed that 40.6 per cent of students were proceeding to higher studies in the session, 1952-53. That this is not a phenomenon of one year only is attested in TABLE XVI where a steady interest in higher studies is evident in each year since 1950.

TABLE XVI. PERCENTAGE OF ONTARIO STUDENTS BEYOND BASIC, YEARS 1951 - 1953

Year	Beyond Basic
1950-51	48.2
1951-52	44
1952-53	40.6

SUMMARY

The next chapter presents a comparison between present Ontario practice and some others. In doing so it summarizes under course, methods, teaching personnel, and student achievement, what has been described in the current chapter.

CHAPTER VI

COMPARISON BETWEEN PRESENT CANADIAN PROGRAMME (ESPECIALLY ONTARIO) AND SOME OTHERS.

1. COURSE.

Vocabulary.

There is a large area of agreement between earlier workers and present Canadian practice that about one thousand words provide a vocabulary large enough for practical literacy, and that the words should come from an everyday background. Among earlier authorities consulted (from Frontier College, 1907, to Washington, D.C., 1950) only two had vocabularies of more than one thousand; and 60 per cent ranged from 400 - 600 words. In Ontario, Montreal, and all Canada except British Columbia, the vocabulary aimed at is five hundred words, plus local and vocational terms added at teacher discretion and by student request. This may mean an enlargement of two to three hundred words to seven or eight hundred in all. In size, then, the Canadian programme vocabulary is in line with others. But in composition it is different from all examined in this study except those of Ogden, Richards, and Washington, D.C.

There are three notable differences. First, almost all vocabularies chosen earlier than about 1933 (the era of Michael West) had little or no scientific basis. Words were collected haphazardly. There were experimenters in the field like Thorndike[1] (1921) and Palmer[2] (1926) but their work was known in only a very limited part of the field.[3] Most of

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[1] E. L. Thorndike, The Teachers' Word Book. New York: Columbia University, 1944. xii plus 274

[2] See p. 26.

[3] See p. 22.

what is proving efficient in both United States of America and Canada today is based on Ogden's work on Basic English.[1] This, though worked on a decade earlier, became generally known and available only during World War II. The modern Canadian teacher, therefore, has this decided advantage over his pre-war brethren.

Second, the present gradation of vocabulary and expression is subject to a very carefully designed syntax pattern as in LEARNING THE ENGLISH LANGUAGE or its counterpart in British Columbia, ENGLISH FOR NEW CANADIANS. To avoid confusion for the beginner, the modern pattern, for example, would be - "He gave the flowers to her", not "He gave her the flowers".[2] The first ten lessons of the course would not deal in interrogatives at all, allowing the student first to settle confidently into the pattern of statements before attempting the inversions involved in questions.[3] A modern teacher, who studies the teaching guides and allows himself to be limited by the pattern suggested therein, is more likely than his predecessors to miss the pitfalls which recent research has sign-posted.

Third, earlier workers were at a disadvantage in the matter of simplified supplementary reading material. Especially since Ogden's widely-supported Basic English experiments, 1943, there has been a gradually increasing flow of simplified classics, travel stories, periodicals, and journals. Teachers and students are not by any means fully informed concerning the availability of these supplies, and, in

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1 See p. 28.

2 Richards and Gibson, Learning Basic English, p.53.

3 Teacher's Guide, Learning the English Language, p. viii.

any case, supply is still not adequate. But the modern Canadian teacher is undoubtedly better provided for in this regard than were the pre-war teachers.

Rate of adding words.

This will, obviously, vary from class to class; but over the past half century experienced teachers have found that students can absorb only at the rate of about twenty new words per week. Of all earlier authorities consulted, more than 60 per cent recorded that figure. The present course in Canada is in full harmony with them.

General Aims.

As early as 1918 Canadian teachers felt strongly that the ultimate aim of immigrant education was good citizenship and naturalization. The founder of Frontier College, Fitzpatrick,[1] stirred by the Great War (1914-18) to notice the many pockets of non-English-speaking people throughout Canada, amended his course in FRONTIER COLLEGE PRIMER to that end, and urged some form of compulsion. Anderson[2] joined forces with him while still a teacher and later used his powers as Premier of Saskatchewan (1929-34) to try to persuade the nation to implement the policy. The modern course in Canada is in sympathy with the aim; but, though many feel that compulsion could be justified on theoretical grounds and that it would, in many ways, make an appeal to immigrants and remove an embarrassment from them in their approach to full citizenship, they also realize that it would not harmonize with the Canadian way of life.

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1 See page 18.

2 J.T.M.Anderson, The Education of the New Canadian and Immigration and its Problems. Toronto: Dent, 1918.

Another aim shared by old and new is that of helping the newcomers to social adjustment in an unfamiliar environment.[1] Black urged this in 1913, and it has been re-iterated in scores of courses. The sad commentary of an observer is that, like many such worthy ideas, it becomes a platitude. Of work observed in Ontario, little (not more than 25 per cent) extended appreciably beyond the two classroom sessions per week. For this limitation the teachers cannot be blamed. They are already doing more than one person's share in the national task of assimilation. This problem will be further discussed in Chapter VII.

In contrast to the diversified and sectional aims towards which earlier men and women worked, the present day teacher has the advantage of definite and clarified aims. The very name given to the classes points the way - "English and Citizenship Classes"; and the Ontario Community Programmes Branch sets down the following:- "The objective in Citizenship is to develop basic knowledge and appreciation of our Canadian way of life". The objective in Basic English is to develop ability to talk on everyday subjects, write notes, and comprehend radio statements and newspaper articles.

II. METHODS.

Demonstration and review.

As would be expected, a number of methods in common use in Canada today are not new. The desirability of meeting with students for a few minutes before the lesson began was recognized early by Frontier College (1907) and the practice has been followed in most programmes. Careful classification, too, was striven for from the beginning. Merchant (1912) set the fashion of seeking real-life situations in the classroom. Early workers recommended dramatization, sketching, and the blackboard for word lists. The paramount importance of drill was

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[1] N. F. Black, English for the Non-English, p. 145.

mentioned as early as 1913 by Black.[1] Palmer (1921) emphasized ear before eye, McLean and Watson (1931) taught speech before reading or writing. Workers in Pennsylvania (1934) had the plan for a "suitcase laboratory" for display of objects in class. To increase individual talking time, West had used the pair system in India from 1926. In the early 1930's, Gurrey at London Institute of Education had pointed out that questions were not so much to test comprehension as to provide opportunity for students to use the words. He advocated prepared question lists, group work by the class in drilling on new material, and the need to prevent parrot answering.

Pronunciation.

The problem of pronunciation was recognized at the outset in Canada; and Fitzpatrick, Black and Anderson all drew up lists of those sounds noticeably difficult for newcomers. Their lists need no amendment today; but our teachers have means of correcting pronunciation and articulation faults not available to the pioneers. At the same time, Canadian teachers have not advanced as far as some have in Britain and United States of America. Teachers at Seattle (1937) were employing singing - especially of rhymes - to clarify final consonants. Mirrors were called into service to point out and correct the positions of vocal organs in voice production. Washington D.C. teachers (1950) used a phonetic chart as a regular class aid; radio programmes were brought into the classroom; the gramophone was used regularly; and the telephone gave students practice, under supervision, of taking and giving messages in circumstances where misunderstandings could have

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[1] N. F. Black, English for the Non-English, p.132.

serious results. The same teachers, furthermore, prepared simple paraphrases of the newspapers for student circulation. The courses in Britain at the London Institute of Education demanded from teachers some degree of skill in phonetics. It was observed during the present study that more than half of the Ontario and Montreal teachers took frequent opportunity to drill classes on pronunciation problems, but were lacking the technique, embraced by other teachers (U.S. and British), of the type glanced at in this paragraph. The facilities are becoming available in Canada for teachers to bring their methods of voice control, rate of delivery, and teaching of pronunciation, up to the standard already reached by some workers in the immigrant education field. But a fair comparison between Canada and some of the leaders elsewhere shows that there is improvement yet to be made before Canada is on equal terms.

Teaching Time.

Though the plan of sub-dividing teaching time, allowing so much for review, new work, individual practice, relaxation - is far from new (Frontier College followed the plan when beginning its first course in 1899) the present Canadian teacher has the benefit of approximately ten years trial given to the LEARNING THE ENGLISH LANGUAGE procedure. This trial has been with "beginners of all ages and various language backgrounds".[1]

The two-hour lesson is broken into two equal parts and the main work to be covered is:

(1) Demonstration of new work and the establishing of the syntax-pattern.

(2) Review of old work leading to oral practice.

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[1] Learning the English Language, Teacher's Guide, p. xiii.

(3) Reading practice - giving opportunity for additional oral practice.

(4) Work both written and oral from the special work-books.

(5) Special work and relaxation (singing, films, playlets, class-meetings etc.)

In centres, where classes were observed and times recorded, the divisions were:

New work	28 minutes
Review	26 minutes
Reading	20 minutes
Work-book	18 minutes

Variation from these times was not considerable. Teachers generally considered the former pair, new work and review, deserving of greater attention in class. Reading was more an individual matter in which the student could undertake a large responsibility. The work-book was regarded as a vehicle for voluntary homework and, in large measure, a means of private drill and review. The teacher, thus, has a clearly defined pattern to follow in giving each lesson. The above four sections account for slightly more than an hour and a half of the two hours at his disposal. There is time to expand one or other or several of the four main lesson sections and provide relaxation at appropriate stages. He has freedom, but also points of reference. He is not - as older teachers were - wandering in unexplored, unfenced territory, being called on for constant improvisation.

Mother-tongue.

The question of the desirability of using the New Canadians' mother-tongues has been answered very definitely by the framers of the modern course. It is a strong negative. Teachers are urged to follow the method of encouraging nothing but English in the classroom. Formerly, teachers were perplexed on this issue and tried to follow a middle course. Many, who had no facility in European languages, would

not teach immigrants because they felt inadequate. The view was that it was helpful to explain new ideas in the various - or some common - mother-tongues. But this is not now strongly held; and teachers, whose only language is English, teach the present Canadian course with confidence.

Closely planned method.

Early teachers had no planned textbooks available, nor any testing schedules. The actual lesson books of the LEARNING THE ENGLISH LANGUAGE provide a detailed guide for teaching procedure and have their own progress tests included. In addition, province-wide tests in Ontario are being built up year by year; and, with all imperfections of which they are accused, must offer teachers some kind of approximate standards by which to assess their own work.

On the other hand, the very definition of course and method constitutes a disadvantage for the modern teacher. Partly, he is robbed of some initiative. Some teachers, grown so accustomed to the exact detail of procedure given in the early part of the course, are lost when obliged to branch out alone after about ninety or a hundred hours' instruction. And partly, too, the teacher's difficulty increases when he must remember the limited vocabulary at his students' disposal, and must remain circumspectly within the syntax-pattern of the prescribed lessons.

III. TEACHING PERSONNEL

Training.

Some in-service teacher-training did take place under the Frontier College (1899) system - by means of the weekly HELPS sent out to all men

in the field from the Principal.[1] The introduction to the HANDBOOK prepared by Fitzpatrick (1918) gave directions for teachers.[2] Black (1913) recommended a special training course, success in which would be recognized by a diploma. Anderson (1918) concurred; and added that teaching practice should be available with classes of non-English-speaking students. Merchant's reports (1912 and 1927) dealing with teaching English to French-speaking pupils in Ontario, made strong recommendations for careful screening of teachers before acceptance for special work of this kind, two years' regular experience, and a B grade certificate at least. He emphasized the need for supervisors; and foresaw the value of training promising men as prospective principals and inspectors at the Ontario College of Education. He considered "frequent inspections by good men an outstanding need".[3] In the matter of teaching English as a second language, the Merchant Reports and their results have constituted the sole constructive force moving in the direction of special training in Ontario. But teachers so trained are for primary classes only. Teachers of other languages, French, German, Spanish etc. are given specialised training at Toronto for handling mainly secondary students; but, so far, no regular courses are given for those teaching English to adult immigrants. Excellent courses have been given in various parts of Ontario and Montreal from time to time, but the fact remains that they have been, and still are, spasmodic. A comparison between Canadian and other practice, then, reveals that the former lags behind the leaders from elsewhere.

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1 Example on p. 152 Appendix D.

2 Alfred Fitzpatrick, Handbook for New Canadians, pp. 5-12

3 F. L. Merchant, Report (on Condition of Schools attended by French-speaking pupils) 1927, pp.22-32.

Notable programmes of teacher preparation and in-service training have proceeded in Pennsylvania (1934), New York (1934), London, England (1930) - to name a few. Michigan, Massachusetts, Washington, D.C., have developed ambitious courses in recent years. Sections of courses in the aforementioned centres include - voice training; practice in adapting the voice to special conditions - for example, imitating a slurred street speech for recounting anecdotes; characteristics of various foreign languages; customs of various peoples; guidance and counselling; preparation and grading of teaching material; the principles of vocabulary selection; phonetics; practice teaching of actual non-English-speaking classes; importance of appealing to reason and lightening memory-load when teaching adults. Ontario's and Canada's need for some such regular courses, at the highest possible level, will be considered in Chapter VII.

Personality.

Personality requirements in teachers, as set out in theory by other authorities, and as observed in Ontario and Montreal during the present investigation, are noticeably similar. In order of frequency of mention and emphasis, earlier workers in Canada, and their colleagues in United States of America and Britain, desired these qualities:-

(1) sympathy, friendliness, sensitivity to others' reactions.

(2) patience, ingenuity, energy.

(3) enthusiasm.

(4) discipline ; good humour.

(5) accuracy in observation and hearing.

The author set out to discover what were the outstanding qualities possessed by teachers in the Ontario course, 1952-1953. In the course

of observation of present Ontario and Montreal practice, checked by local supervisors and principals, he applied the Morrison Profile and the Xavier Analysis Chart to the twenty-five teachers whose lessons were subjected to detailed inspection. For the Morrison Profile each trait as it became apparent in each teacher's personality was awarded a rating of poor, average, excellent : Typical traits were initiative, leadership, and willingness to co-operate. Skills, such as ability to get discipline, aptness in illustration, and effective questioning, were rated in a similar way. There was no pretension to complete accuracy in rating. The aim, and surely it was a useful one, was to draw a profile which called attention to notable traits and skills possessed by practising teachers. The application of the Morrison Profile to Ontario teachers visited resulted in the following traits and skills standing out most prominently in the order given:-

(1) ingenuity, initiative, leadership.

(2) sympathy and co-operation.

(3) discipline.

The Xavier Analysis Chart was also used with each of the twenty-five teachers in the hope of discovering which factors contributed most to the efficiency of the teaching-learning process in the classes visited in Ontario. In effect, therefore, the aim of the Chart was almost identical with that of the Morrison Profile. Points were awarded to teachers for such factors as adherence to lesson plan, skill in the use of language, and class control. The points ranged from 1 for inferior, 2 for below average, 3 for average, 4 for above average, 5 for superior. The results provided some confirmation of the trends indicated by the Morrison Profile. Scores awarded to the twenty-five teachers placed the factors in the

following order:-

(1) student growth. This growth must have been, partially at least, consequent upon "leadership" by the teacher. Leadership was among the first traits shown in the Morrison Profile.

(2) desirable teacher-student relationship. This indicated "sympathy" on the teachers' part. The Morrison Profile placed sympathy in the second group of traits.

(3) established control technique. This was parallel to "discipline" which the Morrison Profile placed in the third group.

Comparison, therefore, between what experts from other systems desired of their teachers in the way of personality, and the apparent personalities of present Ontario teachers, ended favourably for the latter. The impression gained was that they measured up satisfactorily to overall requirements as to personality.

IV. STUDENT ACHIEVEMENT.

Number of hours to literacy.

As there is, even yet, no absolute uniformity in standards expected of immigrant students, this investigation can suggest only certain trends. As has been pointed out,[1] vocabulary requirements have not varied greatly over the years. Literacy in a scope of, in all, about eight hundred words (500 set, plus 300 incidental to daily work and environment) can be granted as assessable by the normal teacher. Earlier workers in Canada and elsewhere, and most modern teachers, agree that literacy is attainable in 120 hours of instruction. Of all authorities consulted, over 50 per cent named that exact figure, almost certainly because it represented the number of hours in the normal session of 30 weeks of two lessons per week. Experience year by year had shown them that few students failed to attain a reasonable standard by the end of the session. Fifteen per cent

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[1] See pp. 97-8.

claimed literacy was practicable in seventy hours or less; 20 per cent required up to one hundred hours.

The Ontario and Montreal programme asked for 120 hours - thus reaching agreement with others.

Length and frequency of lessons.

There is great variance of opinion on these points. The authorities, consulted on United States and British theory, revealed that twice as many favoured short daily lessons (thirty to thirty-five minutes) on five days a week, as favoured any other plan. The plan next in popularity was two, much longer, lessons a week. Early Canadian authorities also favoured the five daily lessons; but gave equal support to three, longer, lessons a week. It is to be remembered that all these plans were in theory. In practice, except in the cases of primary classes (as considered by Merchant) and of short orientation courses for adults (as offered at Washington, D.C.), there was unequivocal support for two lessons a week, each lasting approximately two hours. Anderson[1] reported experiments by Cowley (Toronto), McAllister and Legate (Yorkton, Sask.) and Anderson (Sask.) during 1918. His findings were that, for adults who worked during the day, two-hour lessons were the limit for duration. Classes conducted twice a week had the most satisfactory attendance and made normal progress.

Ontario and Montreal practice is to follow an identical procedure. It was observed that some keen students went beyond this. They attended four lessons a week by registering at two Night Schools, one operating on Monday and Wednesday evenings under one vice-principal, the other

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[1] J.T.M.Anderson, The Education of the New Canadian, p. 117; 181-4.

operating on Tuesday and Thursday evenings under another vice-principal. But these were exceptions. Students and teachers consulted gave overwhelming support for two two-hour lessons weekly as the maximum practicable along with other duties.

Testing and accreditation.

As far as could be ascertained, Ontario was in advance of any other programme in its continuing attempts to standardize tests in English and Citizenship. Prior to 1946, nothing had been done regularly in this regard even in Ontario. The London Polytechnic[1] issues certificates to students on completion of courses, but these are institutional only. British Columbia provides students with certificates[2] in English and Citizenship which may be presented to the court during the hearing of the petition for naturalization. Such certificates refer to completion of courses and are based on class records. They do not signify attainment of a province-wide standard. The Ontario programme aspires - and with some claim to success - to set up a standard which all authorities will recognize. Its cards for accreditation[3] of students, proceeding from year to year, or transferring from school to school, represent a business-like forward move, in advance of other programmes studied.

Attendance.

Comparison between the present programme and those of earlier days

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[1] E. C. Eckersley, Essential English for Foreign Students, pp.i-x

[2] See page 42

[3] See pages 89-90.

and other lands is difficult in the absence of early records.[1] Anderson and Brunner[2] report very good attendance in classes where teachers were stimulating, and where instruction was related to student needs. The Ontario and Montreal teacher has efficient machinery available for carefully watching and recording absence, and for following up the irregular attender. In general, the problem - then and now - comes down to the interest and enthusiasm of both parties, teacher and student. The advantage is on the side of the present programme with its attendance reports[3] within each school, to its own Board of Education, and to Community Programmes Branch. Improved transport and communication, especially the telephone system, facilitate explanations from student to teacher, and follow-up from the school. Shorter hours of work and longer leisure favour the student, although the complication of modern industry in the form of shift-work hinders some.

Higher Studies.

Since the implementation of the Community Programmes course in 1946, considerably more students go on to higher studies in Ontario than formerly. No opportunity used to be available, except in the ordinary Night School classes. These, obviously, were not designed for non-English-speaking, or those with minimum facility in a vocabulary of only a few hundred words. Courses were shaped for students already at a secondary level of previous education. A very small percentage of foreign-born did complete such courses, but the great majority did not

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[1] J.T.M.Anderson, The Education of the New Canadian, p. 187.

[2] E. De S. Brunner, North Carolina Community Programme, pp.91-2.

[3] See page 63.

even consider attempting them. By contrast, returns for the session 1952-53 in Ontario showed that slightly more than 40 per cent of students enrolled were pursuing higher studies.

Summary of comparison. (For brevity, Canadian practice will be referred to as C - other practice as O).

I. Course.

Vocabulary - agreement as to size, and everyday background. Recent C and O have the advantage of scientific vocabulary selection, syntax-pattern, and simplified supplementary reading material.

Rate of adding new words - agreement that about twenty new words per week suffice.

Aims - agreement on citizenship and naturalization; and social adjustment in an unfamiliar environment. As far as C is concerned, not more than 25 per cent of classes observed put this extra social work into practice.

II. Methods.

C is behind O with respect to:-
phonetics; singing to improve clarity of final consonants; mirrors for checking position of vocal organs; radio programmes in class; gramophone; telephone; paraphrasing newspaper articles.

Advantage is with C as to concentrating on English and not employing immigrants' mother-tongues.

Advantage is with C of clearly defined pattern for division of teaching time, and teaching procedure, and progress tests. In addition, Ontario is building up a set of province-wide standardized tests.

C suffers some disadvantage in loss of initiative; difficulty of observing controlled vocabulary and syntax-pattern.

III. Teachers.

Training. C has some spasmodic training courses; but is behind, for example, Pennsylvania, New York, Michigan, Massachusetts, Washington, D.C. and London, England.

Personality - agreement on requirements. C at present has teachers apparently measuring up to these.

IV. Achievement.

There is agreement on about 120 hours' instruction to attain literacy; two lessons weekly, each of two hours.
C compares favourably as to:-
accreditation and testing systems; attendance checks and reports; number of students proceeding to higher studies.

Observed practices apparently at variance with the official course.

In the course of observation in Ontario and Montreal, the following remarkable practices were revealed. They appeared to be variations from the practices required by the special course; but it was felt there might be some justification for, and practical explanation of, their adoption. They were discussed with many, if not all, teachers and supervisors; and were then carefully considered by the investigator in the light of opinions of experts especially consulted by personal[1] interview, correspondence, and study of their published works. All were thoughtfully examined before the investigator proceeded to the generalizations which appear in Chapter VII.

The practices in question were:-

1. At lesson opening, the blackboard contained sketches, and lists of words - a section of them quite new to the class.

2. Teachers went outside the controlled vocabulary during explanations of new work and comments on students' answers.

3. Teachers went outside syntax-patterns suggested for the steps of the course.

4. To introduce humour into the classroom, teachers wandered from the lesson plan.

5. Teachers called students by their Christian names - even the elderly.

6. Teachers were slow in asking their questions, having no prepared question list. Other teachers had a prepared guide list and proceeded more quickly.

7. Students were required to stand to answer questions and to read.

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1 See page 15.

8. Students answered questions not in whole sentences.

9. Eager students monopolized answering.

10. Classes answered in chorus; they also read in unison exclusively in some classes (even small ones with only 14 students).

11. Teachers addressed series of questions (up to six and seven) to the same individual, testing comprehension of the passage just read by that student.

12. Class had 46 students in one case, others about 40, in which groups of young men purposely yelled during the unavoidable unison exercises.

13. Classes were not compact. There were knots in various parts of the room.

14. Pairs of students (husband and wife; mother and daughter; young girl friends) seated together helped each other in a common foreign language.

15. Teachers used a foreign language during explanation of new work.

16. Students used German-English dictionaries during lessons.

17. Teachers spent periods, up to three minutes, trying to get one person to understand a problem.

18. Opportunity was missed to use pairs of students simultaneously (cf. Michael West's method) when drilling on: "He puts on his coat; I take off my coat", etc.

19. Teachers directed classes to read new work straight from the book without previous oral demonstration and drill.

20. Teachers added to learning-load by

    (a) grammar : extra tenses; pronouns; analysis into subject and predicate (mainly used elementary grade text-books).

    (b) spelling : from Grade IV books and privately compiled lists.

    (c) writing : from Grade III books.

    (d) additional words : suggested 20 per week from about eighth week of course onwards.

    (e) homework assignments.

    (f) tests on mapping.

21. Teachers held out films as entertainment to make a test on analysis into subject and predicate palatable. The scheme was reckoned to be successful with that class and that teacher.

22. A middle-aged woman was found sitting on stairs near classrooms, sobbing, unable to go the last few yards. How can officials get such people over the first embarrassment - to "break the ice?"

23. Many people preferred the more informal atmosphere, for example, of University Settlement Classes in Toronto, where teaching was non-professional but round a table in a friendly circle, and where suppers, dances, and films were considered by the students to be as efficiently educational as the actual teaching? Is this a criticism of our official programme?

24. In using the tape-recorder, teachers had the same six people recording for ten minutes, including teacher's correction and comment. The play-back took another eight minutes. Would it be better to have shorter turns at recording and use more students?

25. Some teachers spoke jerkily, unnaturally, in an effort to go slowly; others persisted in their normal speech, which was well above what one judged to be a general average speed. Many experts recommend normal speech because it is the slurred, careless variety to which the immigrant will be exposed in daily life.

CHAPTER VII

CONCLUSIONS

It may be helpful at this point to recall the questions which the investigation was designed to answer, then to summarize the findings, and link each to the corresponding recommendations. They are dealt with in the five divisions into which the investigation fell.

I. Administration

Questions

How was the programme financed?

Who supplied classrooms and equipment?

How was the programme co-ordinated?

Findings.

Finance came directly from the local School Boards, who, in turn, received 50 per cent subsidy from the provincial legislature. In February, 1953, the Federal Government offered to refund to provincial governments one-half of the amount each had contributed for this purpose. Teachers were paid at the rate of approximately $10 per night, so that fees paid by students helped very little in financing the programme. The highest payment was $5 for the full session. Some School Boards required no fee.

Classrooms and working equipment were provided by School Boards. Private companies supplied films and posters. The Canadian Citizenship Council gave extra text-books, and various kinds of films and strips. The Federal Department of Citizenship and Immigration issued essential books at no cost to students or teachers.

Three periodicals, FOOD FOR THOUGHT, NEWSLETTER and ITEMS kept readers in touch with the programme. The Canadian Citizenship Council appointed a Consultant on Immigrant Education who trained teachers and published supplementary books for use in the classroom. Ontario Community Programmes Branch employed a Superviosr of Immigrant Education to advise teachers on methods and literature and to arrange conferences and seminars. He worked on the, as yet, unsolved problem of standardized achievement tests for the province. A further aid to co-ordination of the programme was the system of regular reports from schools to local School Boards and to Community Programmes Branch.

Recommendations

Generous financial aid from the Federal Government would solve many problems. While it is strongly held, and justifiably so, that general education is a prerogative and responsibility of the provinces, the education of adult immigrants is as strongly considered to be a truly national concern. As has been stated, February 18, 1953, the Federal Government announced the offer to each provincial government of one-half the amount contributed by the provincial government for citizenship classes for immigrants.[1] This was a considerable advance on the previous contribution - free language and citizenship textbooks and workbooks. It remains to be seen what improvement it will effect. If the province continues to spend as much as before, and uses the Federal help to expand and improve the programme, there is a great future for immigrant education in Ontario. On the other hand, if the province merely recoups its own expenses to the Local Boards with the Federal subsidy, the programme will be stultified.

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[1] William French, Globe and Mail, Toronto. Feb. 18, 1953.

There is need for equitable distribution of teaching aids equipment. Some large centres are very well off for projectors, tape recorders etc. but smaller centres of population are unable to afford them. For continuity and uniformity in the programme it is essential that aids, found so useful and stimulating, should be in abundant supply. This desirable state is likely to be most readily attainable through financial help on a national scale. Along with the supply should be a thoroughly efficient information service on what is available and how it may best be used. It was noticeable that teachers were not using valuable aids, although such were available. They had no up-to-date information as to when and where the aids could be procured.

Much more social activity for the immigrant students, both as part of, and apart from, the regular lessons is desirable. This could be arranged if more finance were forthcoming. It was observed that this was achieved at Kingston, Windsor and Kitchener and at University Settlement, Toronto. One reason given by students, attending University Settlement classes in Toronto in preference to official classes, was the appeal of the social activity in conjunction with set lessons. Even if that reason is invalid, its influence remains with the people swayed by it. Opportunity to practise the new language in real-life situations is one of the newcomers' chief needs. But can teachers, who are already full-time day teachers, be expected to teach two extra nights weekly, and retain energy and enthusiasm for social activities with their students when lessons are over? The difficulty is overcome, in Australia, for example, by freeing teachers required for evening classes from all, or a considerable part, of their day duties. If more financial aid

towards teacher salaries were forthcoming from the Federal Government, provinces could reinforce their teacher supply to the point where this division of labour would be practicable.

Moreover, with more teachers available thus, the present programme should be extended in three directions, especially. First, there is a gap between closure of the regular programme in April and its re-opening in September, during which newcomers arriving in the country in the summer must just mark time. Others who have begun the course, possibly after Christmas, must break off just when, in their minds, language patterns are still at the confused stage. True, some summer courses are available, but these, in the main, are either at a higher level than basic, or are intended for students who are free for the period from daily employment. Neither solves the problem of the average immigrant. For such people there should be a programme running through the summer months; but it, obviously, could not be taught by the same teachers who carried the main programme. However, if finance for salaries were provided wholly or largely from Federal Government funds, the requisite teaching staff could be recruited. Second, men and women obliged to rotate on shift-work should be catered for by a programme parallel to the main one and given at suitable hours. It was evident that, in industrial centres such as Windsor and Kitchener, considerable absenteeism and ultimate "drop-out" were caused by shift work. Third, the problem of mothers of young families and of housewives generally, who can get out least of all into situations where English is spoken, could best be tackled by a special programme. In it the teacher would be required to be almost a social worker. Duties would be shared between pairs of teachers, the one to teach, the other to supervise the small children brought by their mothers to a central class meeting-place. Wireless and television may well be harnessed to serve in this programme.

Finally, the national significance of the education of all immigrants should be emphasized by making the English and Citizenship course part of the process of naturalization. The course should be tailored to fit the requirements of the judiciary in these respects, and covered uniformly across the country. Possibly the wisest plan would be to blend it into the regular Night School course (as already done, for example, at London, Ont.) so that, as soon as newcomers have sufficient English, they may be absorbed into typing, bookkeeping, cooking, welding classes - along the line of their particular interests. Just prior to naturalization (at the end of five years' residence) short (say, three months) intensive refresher courses in citizenship would be available to prepare aspirants for appearance before the judge. That students may continue to value it because they have made a contribution to it, there should continue to be a nominal fee for the course, and a further charge for the social activities run in conjunction with it. Co-ordination of the programme, when developed on a truly national scale - as envisaged here - would be helped by the information service glanced at (p.118) above; by a periodical issued regularly for teacher and students on the lines of the Canadian Citizenship Council's ITEMS;[1] and by itinerant supervisors (not inspectors) whose training and function will be considered under section IV of this chapter - Teaching Personnel.

II. Course and textbooks.

Questions

How many words were in the vocabulary?

What were the aims of the course?

What were the names of the textbooks?

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[1] See page 61.

Findings

Experience showed teachers and administrators that a vocabulary of five hundred words gave students reasonable facility. From their daily occupations and social activities they learned probably another two hundred or three hundred words.

The primary aims were naturalization, adjustment of the newcomers to their unfamiliar environment, and improvement of the immigrants' chances of lucrative, congenial employment. Some thought was given to the advisability of making elementary language study compulsory. This was rejected as being contrary to the principles of Canadian democracy.

The standard textbook was LEARNING THE ENGLISH LANGUAGE. At first it consisted of three books, and did not fully satisfy the needs of teachers over the full session. But a fourth book was added early in 1953 which remedied that deficiency.

Recommendations

The LEARNING THE ENGLISH LANGUAGE series provides a very valuable foundation and guide, and eight years' trial in Canada have proved its efficiency. But it should not be accepted as the final word. Experimentation and research must be encouraged and required. There is a strong demand for supplementary reading in gradations of controlled vocabulary. There is much scope for practising teachers here. It is in the classroom, within the limits of the normal programme and at the hands of the regular teacher, that textbooks and supplementary readers have their truest tests. More controlled observation and systematic report by the ordinary teacher are required for the continuous improvement of the course.

For students temporarily incapacitated or unable to attend class

regularly, a supplementary radio course should be set up, short lessons broadcast at regular times and followed up in class. This avenue has been explored successfully in Australia, a land of great spaces such as confront Canada.

In Australia, too, the publication of a journal in simplified English has pointed a way which could well be followed in Canada with profit. Such a journal is extremely valuable for supplementary reading and as a link between the classroom and topical world events.

III. Methodology.

Questions

How were rooms equipped?

What were class sizes and how were students placed?

What time was given to lesson preparation?

What special work was done?

What were the student-teacher relationships?

Did teachers understand students' background?

How punctually was work done?

What methods were used in review?

What methods were used in teaching new work?

What methods were used in reading?

What methods were used in workbook exercises?

What general methods of approach to teaching did teachers employ?

How well did students give attention during lessons?

To what extent did students participate in lessons?

Findings

Rooms were equipped with good blackboards, calendars, maps and various aids. Some teachers had new work already written up on blackboards before lessons opened. Classes were generally held in secondary school rooms as desks therein were more suitable for adults than those in elementary schools.

Classes generally had between twelve and twenty-five students, who, in more than half the classes, were loosely spread over the room with gaps between groups.

About half the teachers spent one hour per week in lesson preparation, and another 30 per cent needed one and a half to two hours. A few teachers kept a detailed record of work covered in each lesson.

Though varied special work was done over the province as a whole, not a great deal was offered in individual schools. It seemed to the investigator that there were two explanations of this. First, many teachers were not aware where special aids were obtainable, and were not alive to their value. Second, many teachers were jaded from their day work and were content with the set course as supplied in the textbooks. Among the special kinds of work seen were - films, strips, short lectures, class meetings, tape-recorders, flash cards, dramatizations, spelling, formal grammar, mapping.

Relationships between students and teachers were cordial. Before lessons began, teachers helped students with personal problems. Almost half of them called students by their Christian names.

Many teachers knew the daily occupations of students and their native countries. They were familiar with family problems which caused irregular attendance.

Classes began very promptly, but some classes lost time for two reasons. In some schools a regular recess was given to all classes. In other classes, teachers lost time by concentrating on one or two students while the remainder were restless and idle.

Review was mostly done by questioning students in groups of five to seven and occasionally by questioning individuals or by calling on the whole class for chorus responses.

New work was taught by the demonstration method, the teacher acting the meaning of the phrase or sentence while saying it. Reading was taught by the teacher first working carefully through the exercise, then demonstrating the meaning of anything difficult. Students read individually in turn, and occasionally in chorus. Workbook exercises presented an opportunity for writing practice. Many teachers worked their classes in groups, as for review, and had students write corrections of exercises on side and front blackboards. Other teachers gave oral correction of the exercises. In all four sections - review, new work, reading and workbooks - teachers frequently used lightning sketches, maps, and other simple pictorial aids to improve their explanation. Some teachers made opportunities to improve the students' pronunciation, and conducted drills to achieve this. Play-back of tape-recording of the students' own speech was made by a few teachers for the same purpose.

The teacher's approach to students was two-fold - by his voice, and by his mood. Most teachers had acceptable, clear voices. A small number spoke so carefully that their delivery became toneless and monotonous. A few were jerky and a few slowed down for demonstration of new meanings but returned to normal speed for other sections of lessons. About three-quarters of the teachers were enthusiastic, but some were indifferent

and a few even gave the impression of being unsympathetic.

The attention of students to their teachers was extremely high. Their participation in the lessons was not as considerable as one expected. The most alert class visited had each student actively contributing to the lesson approximately once every five minutes; and many classes contributed only at one-third to one-half of that rate.

Recommendations

It is essential that all new work be introduced by oral demonstration and drill. Only words already known are to be on the blackboard when the lesson opens. Sketches and diagrams may be prepared in advance, but are best done on poster boards which can be exposed at the required moment. Words, sketches, or diagrams should be before the students for further demonstration and discussion, but, once discussed, removed from sight by cleaning the board or concealing it.

Classes should not exceed twenty students, to ensure quick location of individual problems. Students should be placed so that the class is compact, not spread in knots. Related pairs (husband and wife; mother and daughter; close friends) may be permitted to sit together for the first few weeks, but should then be separated - in their own interests.

The problem, of course, of all suggestions for teaching immigrant adults is that lessons so given demand painstaking preparation and an imaginative, ingenious approach. All teachers should keep a personal record of work already covered and work proposed. The very act of recording would stimulate thought as to ways and means to effective presentation.

For clarity of speech, singing should be used regularly. Whispering drill can be very valuable in improving clarity, and in revealing articulation shortcomings. Mirrors should be common equipment, so that students may discipline their tongues, teeth and lips, especially, to take up, automatically, the right positions. Intelligent use of the tape recorder and telephone (intercom. type) to give all class members short but frequent spells of practice, is an indispensable aid in speech and a salutary test of presence of mind and firm grip on the language. Films, both silent and sound, can be employed, because it is nearly always best to provide our own commentary at the standard of the class at the actual time of showing. Film strips are often more productive of conversation than either type of movie. Dramatization of real-life situations, shop and factory experiences, for example, should be more frequently introduced.

All method must proceed from the fact that the students are adult, not juvenile. This is a more uncomfortable stumbling-block than has been generally realized. Students should not be required to stand like children, nor be addressed by Christian names. All experts consulted during the investigation held the opinion that the use of surnames was desirable. It could offend no one; and it gave teachers a valuable opportunity of demonstrating the difficulty they themselves had in pronouncing foreign words. To obviate early embarrassment, an interpreter may be used to explain to students the general plan of lessons at the opening of the course, and be on hand for guidance and counselling at various stages.

Chorus answering may be used to some extent. It gives students confidence in hearing their own voices. In general, replies should be

demanded in the form of complete sentences; but, later in the course, it is profitable to give students practice answering in short phrases. These, again, will be what the students will hear at their work.

Speaking slowly and jerkily with a "kindergarten" effect should be avoided. First demonstrations of meaning and use of words should be done slowly and distinctly; subsequent drill should be done at gradually increasing speed until normality is reached. It is speech at this rate which students will hear in daily living.

A rapid perusal of the list of remarkable practices observed during the investigation in Ontario[1] should convince the reader that many teachers need to make a much more thorough study of the GUIDE supplied with the official course. A large proportion of teachers requires special training for work with adults. A few teachers would benefit considerably from a refresher course in ordinary teaching. They are obviously weak on the very fundamentals of the technique of teaching.

IV. Teaching Personnel.

Questions

What qualifications and experience did the teachers possess?

What special training had they done?

What were the personality requirements for the teachers?

Findings

Teachers were drawn chiefly from Elementary Schools and about 20 per cent from Secondary Schools. Very few had less than three years ordinary teaching experience, and about 60 per cent had more than ten years.

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[1] Pages 113-115

A brief pre-service training was given teachers in Toronto, Hamilton and Fort William. Individual teachers attended courses at Michigan, Harvard and Columbia, United States of America. The main body of teachers depended on in-service advice from the more experienced, on directions circulated by supervisors, and on occasional seminars and conferences.

The personality traits which seemed essential to success in teaching immigrants were ingenuity, initiative, leadership, sympathy, firm control.

Recommendations

Perhaps the ideal is unattainable. It would be to have a reserve of teachers for this special work, who would be given time off from day school to compensate for teaching in the evening. The investigator heard from more than one or two teachers that, especially in the closing stages of the session, remmeration for teaching in the evening classes was so hard won that it was referred to as "blood money".

The outstanding need of the Canadian programme is a carefully designed and integrated system of teacher training. This is the very foundation of the whole matter. Except for an infinitesimal percentage, teachers, at present handling the Canadian programme for teaching English to the non-English-speaking adult immigrants, have had no real training whatever for that work. Many are probably good general teachers of primary and secondary pupils. Some of them are capable specialist language teachers. Because they are adaptable, public-spirited, and enthusiastic; because they are furnished with a scientifically prepared course and a close guide to procedure; because among them there is a sprinkling of leaders experienced with immigrant adults and a few who have taken special training; because some of them are teachers

"born - not made" - for these and other good reasons they are making the programme successful. But it could be made much more successful. Wastage could be kept back to a minimum. The fundamental need is for a training course, or courses, within Canada, for Canada's own needs, established at the highest level. The obvious centre is the Ontario College of Education, Toronto. An endowment from the Federal Government should place the envisaged training department above concern over finance. An enthusiastic, constructive expert should be appointed to organize the course, or courses, and be the first occupant of the professorial chair. He should be empowered to spend time observing course procedure at London (England) Institute of Education; Harvard; New York; Pennsylvania; Michigan; Washington, D.C., before instituting the Canadian scheme. Conceivably, there would be three types of course:-

(1) Short, summer course for general teachers who are prepared to teach adult immigrants part-time - as is now being done. But completion of such a course should be recognized by a diploma, or credit towards a relevant degree.

(2) Longer (at least one session) regular course for teachers of special promise and interest in immigrant work, aimed at training supervisors and true specialists. Credit for this should be given towards an advanced degree. After completing their training, these specialist supervisors would return to their own provinces and districts and become the life-blood of the programmes for immigrants. They would communicate their ideas to the routine teachers, preferably being itinerant, so that uniformity in approach and standard would characterize the work across Canada.

To ensure that the field programme was overhauled and, if possible, improved from time to time, there would be provision for -

(3) Research training for a nucleus of students of special interests and aptitudes. This work may lead to advanced degrees.

A scheme of Federally endowed fellowships, for (2) and (3) above, should attract the right type of worker into the field. Facilities for practice, controlled research, and sympathetic contact with non-English-speaking classes would be essential in conjunction with the courses.

The co-operation of all provincial authorities would be needed to ensure that the right personality requirements were fulfilled by all candidates for the courses recommended. As the Toronto plan came to fruition, additional higher training centres might be established in other provinces when need arose. A start must be made somewhere; and Toronto seems a logical first choice.

The potentiality of the scheme may best and most quickly be illustrated by mentioning the five types of course available at London (England) Institute of Education:-[1]

(1) Linguistics, phonetics, preparation and grading of teaching material, practical teaching of English to non-English-speaking. This leads to a Diploma in Teaching of English as a Foreign Language.

(2) Similar subjects, English as a Foreign Language as a special method course. This leads to a Post-Graduate Certificate in Education.

(3) Elementary course on English as a Foreign Language, part of the general course in the Colonial Department. This leads to a General Certificate.

(4) Course for teachers and administrators, study of the specific problems of teaching English to foreigners. This leads to Associate of the Institute of Education.

(5) Course for M.A. and Ph.D. students, dealing with research problems in teaching English to foreigners.

The benefits from such training schemes as outlined above would reach down to the class teachers themselves. Because the possibilities of the

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[1] Bruce Pattison, English Language Teaching, Spring 1952, pp.74-79

work would be so enlarged, many more teachers would be attracted to the programme. In that happy case, supervisors could insist much more rigidly on the personality requirements of teachers to be entrusted with immigrant students.

V. Student Achievement.

Questions

What type of tests were given?

Was there an accreditation system?

Were there uniform tests for the province?

What was the duration of the course and length of each lesson?

What was the average attendance?

How were absentees cared for?

Was there evidence that students proceeded to higher studies?

Findings

Tests for admission to the course were generally given informally by the vice-principals. Ottawa had an interpreter for this work. Kingston used a set questionnaire in addition to the informal test. Re-classification usually depended on consultations between teacher and principal, but 15 per cent of schools had a special test for the purpose. Almost all schools gave regular tests to check progress.

The Ontario Community Programmes Branch had a Progress and Transfer Card to enable students to move within the province without loss of status. Most Boards of Education recognized completion of a course in English and Citizenship by granting a Graduation Diploma.

Community Programmes Branch also experimented with annual province-wide tests in the years 1951, 1952 and 1953.

The course covered the period from the end of September to the end of April, two lessons per week, approximately sixty evenings. Lessons lasted two hours.

The average attendance over the whole of Ontario, as reported to Community Programmes Branch for the session, 1952-1953, was 66.6 per cent.

Teachers followed up absentees by discussion in class of possible causes of absence, personal inquiry when the students returned, or telephone inquiries at the homes or places of employment of the absentees.

There was evidence of steady interest in studies beyond the elementary stage. In all Ontario schools the percentage of students studying beyond Basic in the years 1950-1953, was over 40 per cent of total enrolment.

Recommendations

An accompaniment to a more uniform teaching practice in Canada would be an extension of the present good system of accreditation (found in Ontario and British Columbia, for example) so that immigrants could transfer, without loss of momentum in their acquisition of English, from place to place throughout the country.

Similarly, the standardized tests (used in Ontario) should be further refined, and developed, and extended over Canada. They should be so framed as to appeal to the students' sense of achievement and not used with any suggestion of regimentation. Before this desirable end is reached, of course, a great deal of research must be done; but the preliminary and exploratory work of Community Programmes Branch provides a solid foundation.

CONCLUSION

This investigation revealed the proved success of a specially prepared language course for beginners, with its emphasis on a limited vocabulary and syntax-pattern, and a curtailment of verbs. The attention of planners of secondary school modern language courses should be directed to the advisability of greater limitation of their requirements. The plan for immigrant students, to build first a small-scale, accurate model of the language to be learned, appeared to be much more successful than plans of more ambitious scope.

At the conclusion of the investigation several problems for further research presented themselves.

Suggestions for further research.

1. British Columbia claims that teaching in a more liberal vocabulary (that is, than that of LEARNING THE ENGLISH LANGUAGE series) is more acceptable to immigrants who are without English but were well educated in their own country.

   An experiment could lead to constructive conclusions about this.

2. Some doubts have been expressed concerning the efficiency of work done by volunteer groups like University Settlement, which make social activities an integral part of the teaching process.

   The results of carefully made comparisons between this procedure and the official courses would be illuminating.

3. Profitable studies could be done on the rate of learning:-

   (i) emotional disturbance caused by immigration, and its effect on the rate of learning English as a second language.

(ii) effect of racial-origin; mother-tongue - on rate of learning.

(iii) effect of the individual's educational status in country of origin on rate of learning.

4. A train of experiment and investigation is required into textbooks and courses (specifically for Canadian conditions) and into various aspects of administration - co-ordination and standardization, particularly.

5. The problem of teacher fatigue is pressing. Can principals and teachers, fully occupied by day, maintain efficiency during a further two evenings each week?

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APPENDIX A.

INTERVIEWING SCHEDULES.

I. SCHEDULE FOR INTERVIEW OF PRACTISING TEACHERS.

1. Difficulties with textbooks - topics for class discussion (samples).
2. Experience with grading of vocabulary.
3. Ability to keep to recommended rate of adding words.
4. Your general objective in teaching this course.
5. The main weaknesses and needs of the students.
6. Types of lesson you find successful.
7. Methods of testing drill.
8. Aids you employ.
9. Place of the mother-tongue.
10. The qualities you have found a teacher of this course needs.
11. Teaching you do in the day classes.
12. Experience and certificates.
13. Special pre-service training.
14. Special in-service training.
15. Period taken by your students to achieve literacy.
16. Ideal length of lesson.
17. Number of lessons each week.
18. Your experience of students going beyond basic to higher studies.
19. Your method of dealing with absentees and following up.
20. Views of tests - samples of type given, if any.
21. Adequacy of equipment provided.
22. Adequacy of payment you receive.
23. Effect of this extra teaching on you - any help in day teaching.
24. View on : ideal size for class;
    weekly period for teachers' lesson preparation;
    need for teacher to keep record of work done and student needs;
    ways in which general programme may be improved.

II SCHEDULE FOR INTERVIEW OF ADMINISTRATORS, PRINCIPALS, SUPERVISORS.

(Identical with I except that topics 11, 12, 22, 23 were ommitted)

To the twenty topics thus remaining were added the following check questions:-

1. Main weaknesses and needs of the students?
2. What of their handwriting?
3. The teachers' judgment of it?
4. Additional aids you would find useful?
5. What special training would have helped your teachers?
6. Your estimate of the value of a testing programme?
7. Your requirements for teachers' own day-by-day testing for individual and class progress?
8. Your requirements for teachers' own records of special needs?
9. Estimate of period taken by teachers in lesson preparation?
10. Opinion of adequacy of teachers' payment?
11. Have you noticed fatigue in teachers as result of night classes?
12. Is teaching adults beneficial to the teachers' approach to day classes?
13. Opinion as to ideal size of classes?
14. Suggestions for general improvement of the programme?

III SCHEDULE FOR INTERVIEW OF GENERAL EXPERTS - SUPPLEMENTARY.

(Identical with II over page, with the addition of topics leading to more discursive treatment of views on the general improvement of the programme).

1. Reports to administrative bodies.
2. An information service concerning aids, texts, equipment available.
3. Value of itinerant supervisors, aiding teachers in the field. Criteria of satisfactory handling of the programme.
4. Your experience with any other programme for teaching immigrants. Comparison with present one.
5. Why you have interested yourself in the programme.
6. Place of the dictionary in the present course. When should its use be taught?
7. At what point in the course should teachers begin broadening the students' field of interest, introducing additional vocabulary?
8. Method of addressing the students.
9. Placing of husband and wife, other related pairs?
10. Divisions of lesson time.
11. Teachers' share in class talk.
12. Teachers preferred - Public or Secondary.
13. Special claim of language teachers.
14. Value of link between teachers of immigrants and regular language teachers.
15. Types of training courses needed.
16. Special training in use of aids.
17. Significance of phonetics.
18. Value of seminars, teachers' conferences, demonstration teaching.
19. Desirability of leaving final testing of achievement of students at a professional level - in the hands of the teachers.
20. Preparation for naturalization, satisfying the judiciary.

APPENDIX B

OBSERVATION SCHEDULES

I SCHEDULE FOR RECORDING DIRECT OBSERVATION OF CLASSROOM PRACTICE

POINTS TO WATCH IN ALL CLASSROOMS

1. Controlled vocabulary.
2. Basic syntax patterns.
3. Closed books.
4. No new work on blackboard at start.
5. Learning-load understood.
6. Programme followed, but adapted to current needs.
7. Real enthusiasm.
8. Easy control, waiting for attention.
9. Teacher demonstrates his wishes, makes no use of the imperative.
10. Systematic arrangement of materials.
11. Students prevented from helping in their mother-tongue.
12. Repeated warnings to think in English.

II SCHEDULE FOR TIMING AND COUNTING IN CLASSROOM OBSERVATION

1. Objective Points

(i) number of pupils; temperature of room; seating arrangements (counted)
(ii) time before work begins)
(iii) passing material; visiting board)
(iv) trying to get one pupil to understand) (timed)
(v) review of previous work)
(vi) discussing day's topic)

Note: division of time between teacher and pupils.

2. Participation Counts (counted)

(i) number of pupils who did something (a) when called upon, (b) voluntarily.
(ii) who answered questions (a) when asked, (b) voluntarily
(iii) who asked a question
(iv) who helped another pupil
(v) who contributed a statement

3. Adherence to Plan (counted)

(i) departure from vocabulary
(ii) departure from word and/or syntax-pattern
(iii) wanderings from lesson plan
(iv) serious interruption
(v) definite assignment

4. Apparatus Used - Aids (counted)

5. Measurement of Attention (Morrison count)

(i) number in class
(ii) number in attention at three-minute intervals
(iii) possible attention (class x duration of lesson)
(iv) actual attention (averaged)
(v) percentage of attention

III SCHEDULE FOR EVALUATION IN CLASSROOM OBSERVATION

1. Use of Voice
   - (i) modulation
   - (ii) clarity
   - (iii) speed
   - (iv) accent

2. Teacher's Approach

"Xavier Analysis Chart for Evaluating Observable Facts in the Teaching-Learning Act."

Seven Factors	5 grades described concisely on detailed observation schedule	
(i) Plan of lesson definite and adhered to		
(ii) Individual/group difficulty noticed	Inferior	1
(iii) Guidance in these	Below average	2
(iv) Teacher-pupil relation	Average	3
(v) Skill in voice/language	Above average	4
(vi) Class control	Superior	5
(vii) Pupil growth		

"Morrison Rating Scale Profile for Teachers"

Traits	Poor	Average	Excellent
(i) Attitude to suggestions			
(ii) Appearance			
(iii) Desire for Growth			
(iv) Initiative			
(v) Interest in community			
(vi) Interest in school			
(vii) Leadership			
(viii) Loyalty			
(ix) Scholarship			
(x) Thoroughness in preparation			
(xi) Voice quality			
(xii) Willingness to co-operate			

Skills	Poor	Average	Excellent
(i) Ability to get interest and effort			
(ii) Ability to get discipline			
(iii) Ability to mix with others			
(iv) Application to present-day needs			
(v) Aptness in illustration			
(vi) Clarity of teaching			
(vii) Definite assignments			
(viii) Getting pupil participation			
(ix) Effective questioning			
(x) Explaining subject matter			
(xi) Use of English			
(xii) Use of test materials			

APPENDIX C

QUESTIONNAIRES

I IMMIGRANT EDUCATION SURVEY, CANADIAN CITIZENSHIP COUNCIL

MARCH 25, 1952

(Author's Note: It should be emphasized that this questionnaire was prepared and circulated by the Canadian Citizenship Council. The author was given access to replies to it and found them invaluable in checking his own investigation).

1. ORGANIZATION AND OPERATION OF CLASSES FOR NEWCOMERS:

(i) Who took the lead in getting classes for newcomers organized in your area?
(ii) In getting the classes organized, which were consulted?
(iii) Indicate briefly what assistance, if any, was given in the organization of the classes.

2. FINANCING:

How are classes financed?

(i) By student fees: Partly? Entirely?
  (a) What is the range of fees charged?
  (b) Is all or part of the fee paid refundable on basis of attendance?

(ii) By local school board:
  (a) As part of its regular budget
  (b) As a special undertaking

(iii) By voluntary organizations :
  (a) Full cost
  (b) Part Contribution

(iv) By Department of Education :
  (a) Special grants
  (b) Regular night school grants
  (c) On what basis (ex. minimum enrolment) is the grant paid
  (d) If a Department grant is paid, can classes which are held in other than school buildings qualify for these grants?

3. TEACHERS:

(i) Who pays the teachers?
(ii) If Department contributes to financial cost, do the teachers of these classes have to meet certain professional qualifications? If so, state requirement briefly
(iii) What are the rates of salary generally paid for this work?
(iv) Who takes care of such costs as heat, light, janitor service for these classes?
(v) Which of the following categories of teachers are engaged in this work?
  (a) Regular day-school teachers from elementary schools
  (b) Regular day-school teachers from high or secondary schools
  (c) Regular day-school teachers from technical or vocational schools
  (d) Retired or superannuated teachers
  (e) Former teachers now married and no longer employed in regular day-school teaching
  (f) Volunteer teachers who are not professionally qualified.

4. FREQUENCY AND SIZE OF CLASSES:

(i) During what months are classes most generally operated?
  Starting Date:
  Closing Date :
(ii) How many hours per night?
(iii) How many nights per week are classes operated?
(iv) Number of students per class or assigned to any one teacher?
(v) Are any classes operated during the summer months?

5. ENROLMENT:

If statistics are available, would you please complete the following:

No. of students enrolled in classes:	Average nightly attendance or Percentage of actual attendance	No. of students who dropped out during the course
1947		
1948		
1949		
1950		
1951		
1952		

6. TESTING & CERTIFICATES:

(i) Has the Department of Education, the local school board or the teaching staff established any tests, which are given at the end of the term, in
   (a) Language
   (b) Citizenship
   (c) Geography History Government
   (If possible, we would like to have copies of these for record purposes)
(ii) Are these tests given at the end of each year or at the end of the 2nd and/or advanced years only?
(iii) When was the testing program first used?
(iv) How many have written these tests?
(v) What percentage enrolled in the classes took the tests?
(vi) How many passed the tests?
(vii) What is the percentage of those writing the tests who passed them?
(viii) What is the percentage of enrolled students passing these tests?
(ix) Is a certificate issued to those completing the course?
(x) Is this certificate issued by:
   (a) Voluntary organization (give name of organization)
   (b) School staff
   (c) School board
   (d) Department of Education - which Branch or Division?
(xi) What type of certificate is issued?
   (a) Certifying attendance only
   (b) Proficiency certificates based on teacher's appraisal recommendation, not on results from standard tests.
      (i) Certifying proficiency in language
      (ii) Certifying proficiency in citizenship
      (iii) Certifying proficiency in language and citizenship
   (c) Proficiency certificates based on results of a written examination or Standard test.

7. COURSE OF STUDY:

(i) Are you familiar with the "Suggested Minimum Curriculum for Immigrant Education" prepared by the Canadian Education Association?
(ii) Has any specific course of study been followed for each year or level of classes?
(iii) If so, who developed the course being followed? (we would appreciate a copy for record purposes)
(iv) Would you prefer having
   (a) A 2 year course of study in language and citizenship, suggesting topics or areas to be taught?
   (b) A 2 year course of study in language and citizenship, suggesting specific and/or detailed topics or areas to be taught?

8. TEXTS AND SUPPLEMENTARY MATERIALS:

(i) What texts and workbooks are used in each year for language and citizenship instruction and supplementary reading? (Give titles)

STUDENTS' TEXTS & MATERIALS

	LANGUAGE	CITIZENSHIP
1st Year		
2nd Year and Advanced Classes		

TEACHERS' TEXTS, MATERIALS & REFERENCES

	LANGUAGE	CITIZENSHIP
1st Year		
2nd Year and Advanced Classes		

(ii) Do you make use of films?

(iii) Do you make use of filmstrips in your classes for
(a) language teaching?
(b) citizenship teaching?

(iv) Indicate what films and/or filmstrips you have found best suited for this work.

9. TYPES OF COURSES:

(i) How many years or levels of courses are offered?

(ii) What is the major subject of study of each year (Indicate major emphasis by marking an "X" and secondary or incidental emphases with "a", "b", "c" etc:

1st Year:	language	geography	history	government	customs
2nd Year:	language	geography	history	government	customs
3rd Year:	language	geography	history	government	customs
4th Year:	language	geography	history	government	customs
5th Year:	language	geography	history	government	customs

(iii) List any other subjects or topics dealt with and indicate in which year.

10. TESTS AND SUPPLEMENTARY MATERIALS NEEDED:

(i) What additional texts, workbooks, reference materials, supplementary readings, information materials, films and filmstrips would you like to have?

1st year	LANGUAGE	CITIZENSHIP
FOR STUDENTS:		
FOR TEACHERS:		

2nd year and Advanced Classes	LANGUAGE	CITIZENSHIP
FOR STUDENTS:		
FOR TEACHERS:		

(ii) SUGGESTIONS OR COMMENTS:

We would like to have -

(i) your frank criticisms and appraisal of materials you are now using.

(ii) suggestions for new materials in language and citizenship. (giving specific topics wherever possible)

(iii) any comments or suggestions regarding immigrant Education.

II CHECK QUESTIONNAIRE TO ALL CANADIAN PROVINCES AND ONTARIO COMMUNITY PROGRAMMES DISTRICTS.

87 Prince Arthur Avenue,
Toronto, ONT.
17th January, 1953.

Dear Sir,

I am an Australian studying the teaching of immigrants in Canada. It would help me very much if you could give me the following facts, and anything else on the subject of teaching basic literacy in English to foreign-born New Canadians which you feel is of value:-

1. textbooks used; financing of teacher programme; training of teachers.

2. percentage of your teachers with degrees; percentage with various grades of certificates; average years of teaching experience - general, not to immigrants.

3. percentage of students going beyond basic literacy standard.

4. percentage of various nationalities represented in your classes.

5. total enrolment for your province (district); average attendance; percentage of drop-out.

6. copy of test papers and summary of results of any achievement tests your teachers have given.

7. copy of any set teaching directions given to your teachers; any methods of in-service training; any special aids; interpreter or special officer to meet newcomers.

8. special methods of using radio, films, etc.

With thanks in anticipation of your help in the form of answers to the above, or pamphlets, circulars, etc. of which you may be able to send copies; and with best wishes,

Yours sincerely,

APPENDIX D.

IN-SERVICE DIRECTIONS AND ADVICE TO TEACHERS

I FRONTIER COLLEGE "HELPS" TO LABOURER-TEACHERS.

Elementary English for foreign-born adults.

Usually the foreign-born workers in camps may be grouped into two classes:

1. Those who have no knowledge of English.
2. Those who have already acquired some English.

Section One:

The first group will doubtless constitute the greater proportion of the men on an isolated work and not infrequently these are harder to interest in study than those among the newcomers who have already made a start in learning English.

In dealing with the beginners who have little or no knowledge of English, I should advise you to encourage them to enter on a SIX-WEEKS' COURSE. In this period you will undertake to give those who enroll for study:

(a) A working knowledge of one hundred English words commonly used.
(b) An acquaintance with six or more verbs which, in their various tenses, will give about twenty-five verb forms.
(c) Familiarity with the use of half a dozen prepositions, which, when combined with common words and verbs that have been gradually acquired, will give a facility in the use of scores and hundreds of phrases and short sentences.

The advantage of concentrating upon a definite objective of this nature, is not only to give the beginner facility in expression but to render him such help that he will be able to recognize words and phrases, not only by ear, but in script also and in print - in other words, to make them his very own.

Let me explain a little more fully what is intended. Take for example the prepositions UNDER, ON, IN, BEHIND, NEAR, etc., the meaning of each can be demonstrated quite easily in the initial classes by means of a book and some other common object such as a table or box. Thus, demonstrate in the first two evenings and gradually enlarge the stock-words and phrases during the first week by building the following formation on the black-board.

Section Two:

Teaching elementary English to foreign-born workers who have already acquired some English.

In dealing with the adults among the newcomers who have already acquired a smattering of English, much of the preliminary work indicated in the preceding sections will not be necessary. The second

group is in a position to start at once with the Primer and after a few nights it should be quite possible to cover if not a whole exercise, at least the major portion in an evening.

The second class should also be encouraged to read aloud from the Primer, not only individually but together in class. They thus receive a further training both in hearing and in speaking English words and phrases. This group will respond with more avidity to the oral drills. Their larger vocabulary, also, will be a help and an incentive in the building of the varied phrases and short sentences by means of the blackboard.

While the men of the second group may require individual assistance, they will, as a class, take less of the labourer-teacher's whole time than do the beginners. It will facilitate class work if on some occasions both groups study together. Even the more advanced among the students will benefit from the frequent reviews.

The members of the second group should be encouraged to write each lesson in their scribblers. This can be done in one end of the study-room, while drills are in progress with the beginners. Each written exercise can then be corrected, the formation of letters emphasized and individual attention shown the men.

Too much importance cannot be put upon SPELLING and REVIEWS. This is particularly true with the adults of the second group. In their case, each night's lesson should close with a spelling test written from dictation of at least seven words taken from the exercise of the evening. A list of words thus selected can be retained and reviewed in drill at the closing night of the week's work. This review should prove the most interesting and profitable lesson of the week.

II TEACHING HINTS FROM THE PRINCIPAL - ENGLISH AND CITIZENSHIP CLASSES, TORONTO.

1. Cover each lesson slowly and thoroughly.
2. In Basic Classes, follow the Teacher's Guide in every detail.
3. Review a great deal. A review at the beginning of every lesson helps those who were absent and makes the new lesson easier for everybody.
4. Insist on sentence answers. New Canadians can learn single words quickly but they find it difficult to put words into sentence form. They need practice in speaking in sentences, so they come to school to get such practice.
5. Vary your programme during the evening by having short spelling, writing and reading exercises. These help to maintain interest. However, most work needs to be oral. Students should not spend long periods doing written exercises from Basic workbooks, for example, because these can be done at home.
6. Pictures and actual samples of concrete material help to make lessons interesting and easy to follow.
7. Use of a seating plan makes it possible to call on each member of the class for a nearly equal number of answers in an evening. Students lose interest if they never get a chance to answer.
8. Encourage good class spirit and discipline by having:
   (a) All answers given loudly enough for everybody to hear.
   (b) Everybody listening to any speaker.
   (c) Only the person who is asked a question giving the answer.

GENERAL

1. Students must not touch or remove books from the desks. Check for this carefully.
2. No smoking is allowed in washrooms, halls, or stairways used as exits. Men on duty each night will check any smokers. The "No Smoking" rule could be mentioned the first few nights in every room.
3. Keep a class register so that attendance and progress can be recorded. Total attendance is checked each night.
4. A record of telephone numbers kept on your pupil cards will make it possible for you to phone in case of absence and thus keep attendance up to as high an average as possible.
5. Students keep their receipts and card stubs. Check to see that no student attends who has not a receipt.
6. If a student is obviously superior to the rest of the class in progress and wishes to go into a higher grade, send him to the Vice-Principal who will make the necessary change. It is much more difficult to try the opposite unless the student asks to go into a lower grade on his own initiative.

III HINTS TO TEACHERS FROM SUPERVISING VICE-PRINCIPALS ENGLISH AND CITIZENSHIP CLASSES, HARBORD COLLEGIATE INSTITUTE.

Pronunciation:

1. Stress the perfection in pronunciation at all times.
2. Accept good English only in all work.
3. See "Improve Your Accent" (but NOT Basic) for drills in pronunciation and accent work.
4. List major class errors, and stress in drills.
5. Correct errors when they occur in class.
6. Individualize instruction when possible; advanced students may assist slower ones.

Syntax Patterns:

1. Accept only complete answers in correct syntax.
2. Make sure that students answer so that everyone can hear. Mumblers should be required to stand.
3. List major syntax faults, and drill systematically.
4. Do not permit monopolization of conversation by better students.

Reading:

1. Instruction in proper phrasing. BB may help here.
2. Reading for classroom purposes must be audible to all to be useful to all.
3. Unison reading and unison answers require alertness on teacher's part. Try unison whispering.

GENERAL:

1. Maintain good discipline. Warn class about rigid "NO SMOKING" rule.
2. No "break" is permitted, either in or out of class.
3. Above Basic, do not depend too greatly upon the texts. Improvise.
4. Keep a careful register, including students' attendance, address, phone no. Contact students who are absent for two consecutive nights.
5. By 8.p.m. each night, put your attendance on a slip of paper, and place on outside of door.
6. Phone your vice-principal as soon as possible if you are unable to attend. Let your V.-P. know if you teach any extra nights.
7. Your V.-P. would appreciate receiving a copy of any teaching device, or test, which you find useful.

IV DIRECTIONS TO TEACHERS CONDUCTING MID-TERM TESTS AT HARBORD COLLEGIATE INSTITUTE.

MARKING SCHEME.

No partial credit is permitted for any question. Unless the answer is completely right, including spelling but NOT pronunciation and capital letters, no marks should be given.

Section 1,	1 x 4	....	4 marks
11,	1 x 5	....	5
111,	1 x 15	....	15
1V,	2 x 3	....	6
V,	2 x 5	....	10
V1,	2 x 8	....	16
V11,	1 x 6	....	6
V111,	1 x 7	....	7
1X,	1 x 7	....	7
	TOTAL		76 marks.

After marking the papers, please make a marks sheet, listing students' names and scores in descending order, men and women mixed. Also, indicate the class average on this test.

Papers and marks sheet should be returned to me not later than TWO WEEKS FROM TO-NIGHT.

ORAL ENGLISH

Indicate your estimate of the students' oral ability by grading A (exceptional), B (very good), C (average for your class), D (below average), E (very poor).

Both the written and oral scores should be recorded on the special "Survey Sheet" already in your possession. Disregard the "AVERAGE" column, as I will do that myself.

January, 1953. (Signed) Vice-Principal.

APPENDIX E

ANNUAL REPORT.

I JEWISH IMMIGRANT AID SOCIETY EVENING SCHOOL IN ENGLISH, FRENCH AND CITIZENSHIP SCHOOL YEAR 1951 - 1952.

The school year 1951-52 for the JIAS Evening School in Montreal was a very productive one. As the statistics below indicate there were a record number of registrations for the year and a record attendance. The school year was longer than usual because of the late date of the Annual Meeting. The average attendance was high, indicating a good interest on the part of the students, and resulting in satisfactory progress.

Registration at the beginning of the term stood at 448 and total registered by May 15th, 1952 was 1604. The total attendance for the year was 28,771, that is, a total of 28,771 student-days. The average attendance per class per day was 25. Total class days was 1123 and the average attendance for the year was 70%. At the start of the school in September there were 16 English classes and 2 French classes open. At the peak there were 20 English and 3 French classes and the final number of classes was 17 English and 3 French, after necessary adjustments and consolidations. Nil, or beginner classes comprised about half the total number. Thus about 800 persons were provided with the means of starting their knowledge of the country's language.

Certain changes instituted were partly responsible for the good record of the school. The placing of a senior teacher as administrative assistant who was actively connected with the office allowed for a much closer co-ordination of school work with central registration and planning. Records could also be kept very much better and total result of this innovation was very positive.

The curricular material was expanded and the greater number and variety of texts available made for much more satisfactory instruction. The basic change in curriculum consisted of the use of text books, work books, readers and other material which we were able to obtain, free of charge, from the Citizenship Branch of the Department of Citizenship and Immigration, the Canadian Citizenship Council and other organizations, principally commercial. A basic text was "Learning the English Language" consisting of a series of three texts with work books. Another text of which extensive use was made was the Pocket Book of English, supplemented by work books. The above texts are principally designed for lower levels of English teaching, but higher grades made very good use of an advanced English grammar and of reading material including such items as Socrates in Basic English. These were all very well received by both teachers and pupils. These new texts, used together with the older texts and study material available, such as the grammatical exercises developed at JIAS made for well planned, well integrated and very interesting teaching.

The Citizenship teaching programme was also extended primarily through the use of a text in Basic English, "The Canadian Scene".

This booklet describes very adequately various aspects of Canada, such as geography, history, population, economics, etc., in a straightforward way, easily taught and easily absorbed. Further textual material in Basic English on Health, Geography and Government as well as the series "Pages from Canada's Story" prepared by Mr. J. Kage, were widely used.

Two especially new developments of the year were visits by classes to institutions in the city, and the use of films for citizenship teaching. Three such visits were made by senior and intermediate classes - two to the Radio-Canada, describing its history and development, and well liked by the students of the school, were shown on two evenings. Unfortunately, the maintenance staff and facilities of the school-building could not be used for film showing until the end of May, so that both time and a sufficient number of adequate films were lacking, but these two experimental showings brought enthusiastic response from both students and teachers. Films were borrowed from the Civic Film Library and the National Film Board; a considerable number of very good films on Canada are available from October to May.

Every effort was made to supervise closely the teaching and standardization of the curriculum. Thus, when necessary class changes were made there was a minimum of readjustment necessary on part of the students. It was also possible in this way to make sure that a few teachers with somewhat less experience in this highly specialized field could be brought to the point of handling their classes most satisfactorily and to ensure good progress.

Finally, close liason was maintained with the Montreal Council for New Immigrants and the Canadian Citizenship Council. Two meetings of teachers and other interested persons were convened during the year by the Montreal Council for New Immigrants for the sharing of experiences in teaching immigrants and for discussion of needs in this field. The second meeting was largely given to preparatory work in developing a new text for senior grades. Both meetings were highly productive.

The year ended with very successful closing exercises held in connection with the Annual Meeting of JIAS. At these exercises certificates were distributed to students and an impressive Canadianism ceremony was held with responsive reading of a "Canadian Decalogue". Valedictories in English and French were delivered by students of the school. These exercises were used before-hand as a basis for citizenship lessons in all classes, and the reaction of students both in class and as participants in the ceremonies was wholesome and enthusiastic.

The following are statistical highlights for the school year September 17, 1951 - June 3, 1952.

1.	Total Registration		1604		
2.	Total School Days		125		
3.	Total Class Days		1123		
4.	Total Attendance (student-days)		28771		
5.	Average Attendance (per class per day)		25		
6.	Average Attendance for Year		approx. 70%		
7.	Total Number of Classes:	at start -	16 English,	2 French	
		at peak -	20 ""	3 ""	
		final -	17 ""	3 ""	

APPENDIX F

SUMMARIZED CLASSROOM OBSERVATIONS

Teacher 1		VARIATIONS
Opening.	Class of 24, comfortably placed as to lighting, temperature, spacing.	(According to generally approved theory)
	Teacher in room before bell chatting with students.	
	Review list of words already on left side of blackboard. New words on centre board. Sketches of objects (e.g. apple) on right board.	Blackboard to be free of words etc. at opening.
	Door closed, work started as bell rang.	
Procedure.	Group of 5 out at right front - asked review questions. 2nd, 3rd, 4th and 5th groups replaced 1st in turn. Each change occupied 1 minute. Each student was asked at least 2 questions to be answered in full sentences. Class helped those who failed. One student asked for a fuller explanation.	Dragging between these review questions implied absence of prepared guide list.
		Teacher made 6 departures from controlled vocabulary and syntax pattern.
	Teacher had resonant, clear voice, spoke slightly slower than normal pace.	Two wanderings from lesson plan - each time for fun, immediate return to concentration.
	Corrected faulty pronunciation by personal example followed by class in chorus: walk and work; three and through; there and thing. Accent of baggage, calendar, Pacific.	
	New work "because, on, before, through" etc. taught by actions, first teacher's then student's in turn. Read and acted then written on board and/or illustrated by lightning sketches.	Students stood to read, even elderly men and women; were called by Christian names.
	New work took 35 minutes, students answered 21 questions, each read and acted at least once.	On two separate occasions a pair of students were helping each other in the mother-tongue. One student was using a German-English Dictionary.
Aids:	Sketches: street-lights, taxi, suitcase briefcase, hatbox, shopping bag (these words built up from students' daily experience) fishing rod. Map: Canada; Calendar on wall.	
Teacher Approach:	Warm pleasant personality, real enthusiasm, waited for attention. Knew where each student worked, framed questions to adapt lesson to everyday background.	

TIME		PARTICIPATION		AIDS		RATING
Before	-	Statements	79	Sketches	7	Morrison 77.5
Change	4	Reading (Demon)	24	Map	1	
Review	21	Attention, per cent	93	Calendar	1	Xavier 80
New	35					

Teacher 2		VARIATIONS
Opening:	Class of 22, comfortably placed as to lighting, temperature, spacing. Teacher ready in room. No delay in commencing.	Review list already on blackboard. Sketches (wheel, cart, moon, wheat, fowl, spade) on right board.
Procedure:	Five groups of 4 or 5 went to position at right front in turn without direction. Changes each occupied one minute. Review lasted 25 minutes. Students contributed 38 statements. Faulty pronunciation drills were given on position of tongue (demonstrated) for thing : J in John. Saskatchewan was broken into syllables for right accentuation. Class was called into chorus for these; and for surprise return to th in thing after each practice of the other faults. New work: At the front of the room; at the teacher's side; person who is near the window, etc. - taught by actions. The teacher acted hanging. New work took 30 minutes, students answered 28 questions, read and acted once.	Review questions dragged lack of guide list. Three minutes spent trying to get an elderly man to understand. Class attention strays. Teacher twice departed from vocabulary; once from syntax pattern. No wanderings from lesson. Teacher seemed in no mood for fun. Class was subdued, not animated. On two occasions a pair of students helped each other in their mother-tongue. Teacher was impatient.
Aids:	Sketches were done at lightning speed, building up from original sketch of wheat to get grain, rye, corn; from fowl to get duck, chicken, goose, pigeon, turkey. The last two were done in response to students' request. He drew a train going over a bridge when dealing with the prepositional phrases.	Students stood to read, even the elderly. All were called by Christian names.
Teacher Approach:	Teacher was a trifle frayed and spoke sharply. He showed intimate knowledge of pupils. For example, he quickly drew an axle in illustration of a point because the elderly questioner works in a foundry. He asked a newcomer where in Finland he came from, The teacher had taken care to remember the man's nation.	

TIME		STUDENT PARTICIPATION		TEACHING AIDS		RATING
Before work	-	Replies, statements	66	Sketches	15	Morrison Profile
Began	Nil	Reading, demonsts.	22	Map	1	77.5
Changing pl.	4	Attention, per cent	92.3			Xavier Analysis
Review	25					80
New Work	30					

Teacher 3

		VARIATIONS
Opening.	Class of 24, comfortably placed as to lighting, temperature, spacing.	
	Teacher ready. Immediate start when the bell rang.	Blackboard clear of review work; but had on it a short description of a street in the city.
Procedure:	Spelling test was given on previous reading lesson. As the teacher gave each word he made a sentence using it. There were seventeen words, e.g. fowl, spade, Vancouver. They were corrected as the teacher wrote them on the board. He made no check of individual scores.	Teacher made 3 departures from vocabulary: 2 from syntax pattern.
	Lively discussion followed on confusion between fingers and toes; pronunciation of Thursday and orange (class divided in these). This section occupied 15 minutes.	
	Students gave 53 statements.	A student consulted a German-English dictionary.
	Class read in chorus from the blackboard "City Street". The teacher pointed to keep unison and show pauses. Discussion and sketching followed. There was confusion over safe and its several meanings. This section occupied 10 minutes. Students gave 32 statements.	All stood when giving replies - even the elderly.
	A quick exercise with flash cards accounted for 5 minutes. The teacher stood at left front and exposed cards for a second while class called (50) words in unison.	
	The last 30 minutes were devoted to working answers to the L.F.L.Work Book at the board. In turn (again with direction but also without delay or confusion implying a high degree of understanding between teacher - pupil) groups of pupils went 4 to front board and 2 to side board. The teacher worked from answer to answer correcting and praising.	All were called by Christian names.
AIDS:	Sketches: rabbit, horse, bird, worm, beetle, eel, fingers, toes. Flash Cards: firm white cardboard, size 8 inches by 3, approximately. 50 of them shown, each with a review word.	
Teacher Approach:	Warm, friendly, keen, fun-loving. Definite control. Clear assignments. Teacher did not ask pupils for score on spelling, but visited them individually and noted their work.	

TIME		STUDENT PARTICIPATION		TEACHING AIDS		RATING	
Before work	Nil	Replies, statements	84	Sketches	8	Morrison	
Review Spelling	15	Reading & writing)		Map	1	Profile	77.5
Reading discussion	10	Board work)	24	Flash Cards	50	Xavier	
Flash Cards	5	Attention, per cent.	94.2			Analysis	80
Writing from work books	30						

	Teacher 4	VARIATIONS
Opening:	Class of 18, lighting, temperature comfortable; pupils spread widely across the room, not concentrated.	Class not grouped together. Knots in various parts of the room.
	Teacher chatting to pupils before bell. Three minutes delay in starting actual classwork. Nothing on blackboard.	
Procedure:	Review of previous lesson. Questions asked of whole class. Show of hands. Names of pupils not known. Answers came in confusion. The teacher helped answer the questions - trying to improve the pupil's choice of words.	Pupils did not make full sentence replies. Eager ones did most of the answering.
	13 departures from vocabulary; 13 wanderings from lesson plan - teacher went into many side-issues. The effect was confusing. Board work was helpful.	13 departures from vocabulary 13 wanderings from lesson plan. Disregard of learning-load.
	Board work was helpful. Teacher built up material as the lesson proceeded.	
	Review occupied 30 minutes. Pupils made 23 statements (not completely their own: teacher alwys helped).	
	Voice was well articulated but lacking in volume (teacher rather deaf) - was often excited and spoke then very quickly.	
New Work:	Reading straight from Book by pupils in turn.	New words to be taught orally before pupils read them. Books closed.
	Corrected pronunciation by drilling class in unison. Departed from text to give grammatical details. Teacher's hearing not good. This led to confusion and delay. This section occupied 25 minutes. Each pupil had one turn; and there was frequent chorus response.	Grammar to be kept to bare minimum.
	A recess within the room was given at this point during which the class marched round obeying orders "hands on hips" etc. They enjoyed the break as activity which had, of course, value in speech practice.	The pupils should do most of the talking in any lesson of this course.
	The second part of the lesson was devoted to a meeting of which the pupils were supposed to take charge. But the teacher continued to tell them what they should say. Then confidence was affected. Three men spoke well. Six spoke in nominating officials.	On one occasion a pair of students helped each other in their mother-tongues.

Aids: Constant use of blackboard at which very clear explanations were given. The teacher showed great skill in its use. Writing was shakey but pupils obviously were used to it.
Map - North America.

Teacher Approach: Was obviously excited under observation, pleasant but not strong personality. But on excellent terms with pupils who seemed to understand his failings, and occasional petulance. Very enthusiastic and interested in his class's welfare. Impatient at times.

TIME		STUDENT PARTICIPATION		AIDS		RATING
Before work		Replies, statements	50	Blackboard	16	Morrison Profile
Began	3	Reading, demonsts.	18	(Diagramatic)		73
Review	30	Attention, per cent.	91	Explanations		Xavier Analysis
New Work	25			Map	1	63

	Teacher 5	VARIATIONS
Opening:	Class of 14, spread over entire room with its accommodation for 30 - 35.	
	Teacher present early, greeting students by Christian name as they arrived. Work began promptly.	Christian names.
Procedure:	Review: Lesson opened with 15 minutes revision of old work. Questions were slowly put, obviously not prepared and had to be thought up. Class was questioned in general. Chorus answering resulted. Teacher wrote key words of answers on blackboard. Writing was poor.	Questions need preparation. Individual practice should be given.
	Class showed grip of pronouns - replaced "Mr. Green's" by "his", e.g.	
	Teacher seized opportunity to drill pronunciation(vowel in "nail" ("w" in waiting room (final consonants (pot, plant. (th in through.	
	His explanation was not clear to students.	
	Blackboard was gradually built up, then teacher questioned from it at random to prevent "parroting". Students contributed 28 statements and asked 2 questions. Board was cleaned before proceeding.	Neglected class to get one student to understand, 2 minutes.
New Work:	Lasted 20 minuted. Teacher used a box to demonstrate meanings of prepositions, but dragged between the explanations and used several long involved sentences. Used books to explain like, different; this is; these are; thin; thick. Class did unison reading but teacher did not correct the blurring of sounds.	Twice departed from controlled vocabulary. Departed from syntax pattern five times. Noted that 7 students were not getting much from this reading. Alert teacher would have tried individuals.
	Students contributed 18 statements. Delay was noticeable in the change over for the final 20 minutes in which a little play was performed by five students at the front of the room. Teacher quickly sketched the stage setting on the left front blackboard.	Delay in change - over 3 minutes.
Aids:	Box: books: playlet: sketch of stage.	
Teacher Approach:	Was friendly but apologetic and indecisive. Voice - nice tone, but much too soft;rather fast pace; muffled by production too far back.	

TIME		STUDENT PARTICIPATION		TEACHING AIDS		RATING	
Before	Nil	Statements (Replies)	48	Objects	2	Morrison	69
Changing	3	Reading (Demonsts.)	5	Sketches	1	Xavier	68.6
Review	15	Attention, per cent	85.7	Playlet	1		
New Work	20						
Novelty	20						

	Teacher 6	VARIATIONS
Opening:	Class of 12, widely spread. Teacher active but nervous.	
Procedure:	New Work. Gouin theme employed. Two men were called to front, one taking his coat off, the other putting his on. Then two ladies with scarves over hair, men's hats on heads. This helped impress the ideas of pronouns - I, he, she, they, his, her - and several prepositions. Teacher then pressed on to the three tenses, using above aids in present, past, future. Teacher acted with eyes shut to explain see, saw, shall see.	Failed to observe learning-load.
	This section took 15 minutes. Six pairs (whole class) had turns - making 36 statements.	Could have had whole class doing much of this simultaneously in pairs (See Michael West)
	At this point the class had a recess of 5 minutes but reassembled promptly.	
	Review. Students were required to come to board in pairs, 1 on front, 1 on side, and write answers on work first done. Great confusion. The load had been too great. The class now dragged. Teacher went over explanations. This section took 20 minutes. Students made 10 statements, helped others three times.	Could have had at least 6 at a time. Husband and wife sat together trying to help each other.
	Little play by five students occupied next 20 minutes; it was performed from the books with no suggestions of stage setting.	Class called out - answers unasked. Teacher was not covering the whole class.
Aids:	Coats, hats, scarves, playlet.	
Teacher Approach:	was pleasant but shy; not on intimate terms with class. Voice was monotonous but incisive, very clear but delivery was rather fast.	Speech fast.

TIME		STUDENT PARTICIPATION		AIDS		RATING	
Before	nil	Statements (Replies)	46	Objects	3	Morrison	67
Changing	5	Reading (demonsts.)	5	Playlet	1	Xavier	65.7
Review	15	Attention per cent	85.9				
New Work	20						
Novelty	20						

Teacher 7		VARIATIONS
Opening:	Class of 15 was compactly placed. Room was decorated with railway posters.	
Procedure:	Review was of journey from Halifax to Vancouver, chiefly of terms used on train. Students stood right across the front board with just space to stand and write short answers to ten questions each from work book. In three groups they have all participated.	Mother and daughter sitting together helped each other.
	This occupied 20 minutes. Class was restless during correction and change of questions. Girls giggled.	
	Teacher waited quietly for attention. Students made 150 short statements.	
	Homework was now corrected. Teacher had expected a good deal done.	
	There was full interest as the class gave the teacher the answers and saw them written in a very good hand on board.	
	Class contributed 12 statements. Blackboard had built up logically as the lesson proceeded.	Learning-load?
	Homework correction took 8 minutes. Assignment for next class was clearly given.	Homework heavy - but students seemed to enjoy it. Had it completed.
	New Work: Noiselessly two students rapidly cleared the now full blackboards. Class was obviously rapt while teacher demonstrated by actions and with books the meanings of - great, light, bent, separate, up to etc. Nine students were required to repeat the demonstrations. This took 20 minutes.	
	Reading books were then distributed, the students being permitted a recess - in their places - to speak in their own languages while the change was effected.	Nothing but English to be spoken?
	Students now read individually. Teacher knew who read last in last week's lesson. Called on them by Christian. Only the six students who had not demonstrated had time to read before the lesson ended.	
Aids:	Books, posters, map.	
Teacher Approach:	Was good humoured and enthusiastic with a notably friendly manner and meticulous care in preparation. Sound understanding between teacher-learner. Voice was soft but carried well over the whole room. Clarity was good but rather faster than average.	Speech fast.

TIME		STUDENT ANTICIPATION		AIDS		RATING	
Before	nil	Statements	162	Objects	4	Morrison	82
Changing	3	Reading (Demonsts.)	15	Posters	7	Xavier	80
Review	28	Attention per cent	90.7	Map	1		
New	29						

	Teacher 8	VARIATIONS
Opening:	Class of 17 was widely spread with large gaps. Board clear.	
Procedure:	Review: dealt with pronunciation problems June, final "e" silent. Confusion between see and sea; come and will come. Teacher's questions did not bring in whole class, just eager members. But lesson built up gradually on board. Teacher adapted programme as it developed, explaining by and near, e.g. by actions.	
	Man puzzled by while. Teacher slow to understand his need. Displayed little sense of humour. At end of review gave firm assignment for homework. Students contributed 40 statements during 15 minutes section.	Husband and wife adjacent helping each other.
	New Work: Reading "Let's Take a Journey". Used map at front, not clear and unprepared. Difficulty encountered in hanging it. Each pupil read. 12 other statements contributed. 20 minutes on this work.	5 minutes delay adjusting map.
		1 Vocabulary departure confused class.
	Work Book: final 25 minutes of lesson were devoted to exercises, approximately half oral, remainder written with teacher moving round advising and correcting.	
Aids:	Map.	
Teacher Approach:	Voice was rich and resonant, clarity extremely good, articulation careful and vowels attractively rounded. He spoke at a nice moderate pace.	Lacked sense of humour. Gifted but not carefully prepared. Appeared to depend on personality. Did not readily see to the heart of student's problem.
	Teacher's approach was pleasant but distant. Personality and physique were striking. Maintained dignity and addressed students as Mr. and Mrs.	

TIME		STUDENT PARTICIPATION		AIDS		RATING	
Before	nil	Statements	52	Map	1	Morrison	77.5
Changing	5	Reading	17			Xavier	71.4
Review	25	Attention per cent	93.6				
New	30						

Teacher 9		VARIATIONS
Opening:	Class 12, spread out.	
Procedure:	Review: worked from map of Canada. C.P. and C.N. Railways. Neat use of blackboard. Class was lively, everybody in. Teacher noticed slower answerers, gave them extra turn. Pointed to the speakers, not requiring them to stand. Made no use of names.	Not on familiar terms with students.
	Toward end of this 20 minutes review, teacher became excited, was not letting class speak as freely as earlier. But they contributed 63 statements.	
	New Work: Much use of actions, slower, jerky speech to explain new work. Judiciously employed very clear map, sketched train rails on blackboard, used a calendar bright with the national flag. Was skilled in Basic, kept extremely careful in contracted vocabulary. Used parallel work to adapt lesson to local situation. e.g. luggage check as in other work... and meaning of price - applied to their own shopping. Noted pronunciation problems ("value", "other" (ozer)., in passing and drilled on them. All read; 24 additional statements.	Jerky, unnatural speech.
Aids:	Good map, calendar, sketch.	
Voice:	High pitched bird-like voice, but clear and notably audible. Unnaturally delivered with short pause after each word (in his opinion a help to the students)	
Teacher Approach:	Impersonal but searching. Did not overlook people, especially slower ones, very intense personality, may become wearing on the students.	

TIME		STUDENT PARTICIPATION		AIDS		RATING	
Before	nil	Statements	87	Sketches	1	Morrison	83.7
Change	nil	Reading	12	Map	1	Xavier	82.8
Review	20	Attention per cent	94.2	Calendar	1		
New	40						

	Teacher 10	VARIATIONS
Opening:	Class 15 spread with disconcerting gap in middle.	
Procedure:	Review: on spelling and reading in Public School Grade IV book. Class had completed Book III L.E.L. and teacher had adapted above book for filling in. Questions and answers flowed freely, - class bright and eager and well grounded. 40 statements by students; approximately 20 group answers.	Use of child's text book for adults? Husband and wife together on right giving mutual help.
	35 minutes - 3 minutes helping one pupil; but rest given assignment and kept busy.	
	Test: Books quickly collected by man who knew exactly where they went in a wall cupboard. Paper given out for a test which seemed popular and was to be completed preparatory to a session with the film projector. This latter was employed as a small bribe. Teacher quickly reviewed simple Subject and Predicate idea before class began on test. This preliminary and testing took 20 minutes. Projector then operated without delay - teacher provided commentary in controlled vocabulary and prompted class to discussion. (Test would be corrected (20 minutes on this) and returned for next lesson).	Film as entertainment? Formal Grammar so early?
Aids:	McCall's tests: Grade IV Speller; Projector, strips (history).	Additions to learning-load.
Voice:	Monotonous but loud and clear. Pace was normal.	Flat, monotonous voice.
Teacher Approach:	Teacher knew work places of the students and their personal problems. Had ingenious ideas - had a debate previous lesson. Films used frequently, at least once every two weeks.	

TIME		STUDENT PARTICIPATION		AIDS		RATING
Before	nil	Statements	60	Speller	1	Morrison : 74.2
Delay	3	Reading (Test)	15	McCall's test	1	Xavier: 68.6
Review	35	Attention per cent	91.2	Projector	1	
Test	20			Debate previous lesson.		
Extra Film	20					

	Teacher 11	VARIATIONS
Opening:	Class 15 scattered. Was working with tape recorder on play from Eckersley's "Essential English" (Lesson XI) Microphone was set up at front and 6 students read their parts into it. Teacher helped with difficulties and illustrated on blackboard as they arose...position of tongue and teeth for "th" no k on running: accent on annoys, comfortable. Ten minutes for recording, followed by class discussion.	Plan for lesson not clearly defined.
	Students spoke freely, criticism good-humoured because all involved. Each student has turn of recording every third lesson	Shorter recording session for each group so that whole class had turn each lesson.
	Record was played back, including passages where teacher had broken in for corrections and had drilled individual and class. At such points teacher stopped the machine and repeated the drill. Class made notes on play-back continued. Play-back took 8 minutes, additional comments 3 minutes.	Play-back of same voices unnecessarily prolonged.
	Discussion of New York Visit: General class discussion of proposed Easter excursion to New York occupied next 25 minutes. Students contributed 32 statements.	
	Test: spelling list of 25 words used in last 3 lessons. Class keen on open correction. 2 mistakes only. This section was very speedily carried through result of regular practice, 10 minutes.	
Aids:	Tape recorder; sketching.	
Voice:	Very well modulated, clear and at average speed.	
Teacher Approach:	knew all intimately, called by Christian names (so much easier to pronounce than their surnames) genial in manner and skilled in explanation. Had notably easy control.	

TIME		STUDENT PARTICIPATION		AIDS		RATING	
Before	Nil	Statements	62	Tape Recorder	1	Morrison	79.8
Review	25	Reading	24	Sketch	1	Xavier	73
New	35	Attention per cent	94.3				

Teacher 12.

VARIATIONS

Opening: Class 14 compactly arranged at front.

Procedure: Review: Pronunciation; young men told story of confusion about police order to license a cycle. Class commented. Teacher drilled on w, (window, wall) H (have) r (red). Took care to practise orally before putting these on blackboard.

Spelling: teacher asked individuals to spell, then wrote word up. Class was ragged during the operation. 20 individual statements; many class responses.

New Work: Built up sentences with have, take, own. Then on to tenses - present, past, future. Teacher insisted on full sentences from students. Encouraged casual talk even if off the subject temporarily. Used blackboard to build up red as apples, fire, lipstick. Final summary read from board. 15 minutes for this. 28 statements.

Rapid increase in learning-load.

Allowed students stray from plan of lesson.

Songs: further pronunciation practice Books gift of Dominion Life Insurance O Canada; Pack up Your Troubles; from memory - My Bonny; Good Night, Ladies; O How Lovely, 3 part round. 10 minutes.

Teacher spoke jerkily, painfully slowly and with disconnected effect.

Aids: Word and phrase building; songs.

Voice: Well modulated, clear voice but so jerky and slow in delivery that effect may have been confusing.

Teacher Approach: Friendly but intense. Addressed by Christian names, communicated his love of music to them. Understood their European background. Disciplined himself to keep within the controlled vocabulary.

TIME		STUDENT PARTICIPATION		AIMS		RATING	
Before	nil	Statements	48	Songs	5	Morrison	76.4
Review	30	Reading (class		Word building		Xavier	76
New	30	response)	42				
		Attention per cent	91.2				

Teacher 13		VARIATIONS
Opening:	Class 15 spread out.	
Procedure:	Reading: questions asked of person who has first read. Prepared on list in teacher's hand. Repeated questions slowly if not understood at first. Complete sentences used in answers. Word lists (32) made on board as lesson proceeded. Class worked out change - even to pieces of money. Ladies very excited over colour of cloth to be bought. Students made 45 statements. 25 minutes.	Danger of class attention straying while one person answered several questions. Did not happen. Husband and wife helped each other. Increased learning-load.
	Change to Conversation, based on 32 words on board, shops, business in general. Teacher related general words to lesson in text, 10 minutes. 26 statements.	Teacher twice departed from controlled vocabulary
	Review: (i) of written work done in workbooks. Teacher corrected errors but complimented students on good effort. 2 men wrote correct forms on blackboard at teacher's dictation. 10 minutes. (ii) of comparison; cheap, cheaper - teacher related this to lesson on shops price etc. Stopped to drill pronunciation problem on ch and sh. Rapid, question and answer on adjective comparisons. Class performed accurately. 23 statements in 10 minutes.	
	Spelling: final 5 minutes occupied handing back written spelling test from last lesson. Errors dealt with on blackboard. Teacher put a word up then rubbed off, asked pupil to spell it, explain it. Continued so. 12 responses.	
Aids:	Question list; coins.	
Voice:	Strong, resonant, very clear and normal speed except when repeating a question for a slow learner.	
Teacher Approach:	Friendly but dignified. Addressed students as Mr. and Mrs. knowing their daily work and native country. Had excellent control despite concentration on individuals. Work planned with painstaking care. Clear assignments were given.	Considerable homework expected, and done apparently cheerfully.

TIME		STUDENT PARTICIPATION		AIDS		RATING	
Before	nil	Statements	106	Question		Morrison	82.5.
Review	25	Reading	15	list	2	Xavier	87.1.
New	35	Attention per cent	92.3.	Coins	12		

Teacher 14

VARIATIONS

Opening: Class 15 scattered.

Procedure: Opened with "God Save the Queen". Then teacher asked the date; wrote it on board. Made conversation about two absentees who had gone to Gene Autry's show. Students replied in full sentences, Latecomer put cents in Red Cross box - really a joke but used for conversation.

Review on parts of a book; teacher's coat; led to talk of a clan badge on it. Practice on a and an. Questioned class on local geography - Public Library; square of jail and St. Andrew's Church and Red Cross (covered whole main city in steps nightly).

2 departures from control-led vocabulary.

Teacher had a prepared question sheet for all these. 15 minutes. 48 statements.

New Work: Demonstration by teacher of Step in L.E.L. on use of; a part of my; other; another; whose...linked with Annie who was absent:- "Whose seat is this?" Made quick sketches to supplement explanations. Turned to books and read through with questions for comprehension. 20 minutes. 32 statements.

3 departures from lesson plan; for humour and life situation interest. Ready return by class.

Pronunciation and Meaning Review: teacher employed mimeographed sheet, prepared from class's own difficulties and added to again tonight, as class read lesson individually. Prepared questions on reading after each two or three sentences.

Increase of learning-load.

Aids: Prepared question list; pronunciation and meaning list.
Sketches : carrot, barn, road, farm-house, field, street corner, Y.M.C.A., coat, badge.

Voice: voice well modulated, excellent clarity, normal speed.

Teacher Approach: friendly but brisk and business-like; addressed all by Christian names and knew backgrounds intimately. Gave no homework but frequent tests on mapping and extensions of pronouns as given in course.

TIME		STUDENT PARTICIPATION		AIDS		RATING	
Before	nil	Statements	103	Sketches	9	Morrison	84.2
Review	35	Reading	15	Sheets	2	Xavier	90
New	20	Attention per cent	96.4	Singing	1		
				Lecturette	1		

Teacher 15.		VARIATIONS
Opening:	Class 14 compactly seated.	
Review:	months of year. Done in two groups of 7, out at board. Pronunciations (4 front 3 at side) drilled with whole class to get accent. 15 minutes, 14 statements.	
	Work Book Review: Lively conversation, frequent questions from class. Problem words were written up by teacher large and clear. 20 minutes. 35 statements.	
	New Work: 5 lecturettes given by members of class. Teacher led discussions, students briefly commenting. 29 statements in addition to lectures averaging approximately 10 sentences. Topics: 1.Bucharest; 2. Windsor Castle; 3. Town of London; 4. Government in Germany; 5. Poland; 6. Rumania. Teacher noted difficulty over names of parties - turned from them by asking if women had franchise.	3 departures from vocabulary in commenting on government.
Aids:	Lecturettes.	
Voice:	Very well modulated but harsh quality, normal speed.	
Teacher Approach:	Notably sympathetic. Told one student (I'll come back to you, think it over", another, "That sounded good but I didn't quite catch it: please say it again".) When asking class to raise hands, teacher raised own, and habitually suited the action to the word while speaking.	Increased learning-load by about 20 extra words each week from 8th week onwards.
	When during a gap between lectures the students spoke in their own languages, the teacher - with a smile - reminded them to use only English in class. Twice, assignments were firmly given. Teacher kept notes of personal and national background of students and their present occupation.	

TIME		STUDENT PARTICIPATION		AIDS		RATING	
Before	-	Statements	123	Sketches		Morrison	81.5
Review	35	Reading (demonsts)		Lecturettes	5	Xavier	81.4
New	25	Attention per cent	94.5				

	Teacher 16	VARIATIONS
Opening:	Class 46 rather crowded but well arranged. Very elementary - just one month's study.	
Review:	Unison work on these, those, parts of body, gets from, gives to...demonstrated by teacher with variety of objects, copied by students. Words were put on board as used. Pupils were questioned individually along the line. 48 statements. Reading from text without teacher's help. Pronunciation drill on difficulties - her, girl. 25 minutes. Teacher had talked about one-third of the time. 10 minutes recess. Teacher gave warning about cigarette disposal.	Tendency for groups to create minor disturbances One young man purposely yelled in the unison exercises making acid remarks to his neighbours. Class too large for individual treatment.
	Prompt restart	
	Work Book Reading: filling in missing words on pictures. Teacher went round class by individuals - each having two statements repeated if incorrect. When comparison arose - e.g. key and knee, teacher brought whole class into drill. 8 questions put by students; 90 statements; 25 minutes.	1 departure from vocabulary (Teacher said "just for variety").
Aids:	16 objects for demonstrations.	
Voice:	Modulation good, soft but carrying voice, good control. Waited for attention. Normal speed.	Important some formal grammar (tense) - increased learning-load.
Teacher Approach:	Diligent and interested in students as persons. Called all by Christian names - even in this large class, mostly new people. Manner unusually gentle. Did not appear to notice the disturbances (due to a very few foolish spirits) caused from time to time. Has acquired a local fame for skill with beginners. This the third group started this school year. Has found progress usually rather slow until half-way through Book 1 of L.E.L. Thence forward quite fast.	

TIME		STUDENT PARTICIPATION		AIDS		RATING	
Before	-	Statements	56	Sketches		Morrison	75.8
Review	25	Reading (demon)	90	Objects	16	Xavier	71.4
New	25	Attention per cent	91.9				
Recess	10						

	Teacher 17	VARIATIONS
Opening:	Class 27 compactly placed.	
Review:	Dictation test. 6 sentences based on previous lesson (step 26). Used distinction between weight, wait and springs for conversation. 8 of class had no mistakes, 1 had 1, 3 had 2. 12 minutes. No delay in starting next section of work - pattern wide known.	
	Unison reading, teacher with them at normal speed. Teacher called for questions at end of each paragraph. Students asked 13 questions. Teacher used cork in bottle for illustration.	Used Ontario writing course Book 111.
	Set assignment for next week's dictation. 15 minutes.	1 vocabulary departure write "entirely"
	Story Telling: Lady told of farm life. Used "soaking wet". Teacher questioned where she heard it ... at house where she worked. 2 men told stories. Teacher praised efforts. Conversation on colt, cold, coat. Class could not hear "l" in cold - so it seemed like "coat". Class drilled in pronunciation. Stories averaged 6 statements. Class made 33 other statements. 20 minutes.	Homework? Tests?
	Work Book: 10 people worked at boards at once. Everyone had turn. Men moved out to clean boards without orders. Discussion on corrections (teacher moving round to supervise) elicited 18 statements. 15 minutes.	Teacher's plan is to devote first hour to regulation teaching but introduce extra work in second hour. Experience has convinced this is required - and practicable
Aids:	Cork, bottle.	
Voice:	Very good modulation. Excellent articulation. Nice resonance. Normal speed.	
Teacher Approach:	Easy control, bright hearty personality. Keen interest in individuals and always telephones absentees. Kept a record of students' special needs and the country they come from.	

TIME		STUDENT PARTICIPATION		AIDS		RATING	
Before	-	Statement	109	Objects	2	Morrison	82.1
Review	27	Reading	27	Lecturettes	3	Xavier	84.3
New	35	Attention per cent (part of this one to 100% in dictation)	95.1				

Teacher 18		VARIATIONS
Opening:	Class 18 seated at L shaped seats of long tables.	
Procedure:	New work: Teacher demonstrated. This is...touching articles concerned, then called individuals to follow with gradually enlarging vocabulary. Led them to pictures of parts of house, various diagrams and scenes (see Aids) first in chorus then singly. 20 minutes. All had turn, averaged 4 statements.	
	Reading: Step 6. Done singly and softly. Some unrest while waiting turn. Each had a turn. 10 minutes.	Teacher's back was to students on right.
	Review and Geography: Map of Canada to prepare for today's film - 1000 islands. Subject of conversation. Students asked 3 questions, contributed 44 statements. Teacher led them into review of pictures used earlier but in surprise order. A coloured diagram, blue walled house, green roof, red dummy used to review parts of house. Students came out and pointed to and named parts. 20 minutes.	
	Pronunciation: Final 5 minutes were occupied in drill for intonation and rhythm. "This is a room. A picture is on one wall. A house is the ...."	Students allowed read rather softly - having only individual attention. Class interest lulled during this 15 minutes section.
Aids:	Beautifully and artistically coloured pictures, diagrams, flash cards, House, Family, Royal, Holy, Food.	
Voice:	Very good modulation, soft and gentle, but clear and resonant. Spoke at slightly less than normal speed.	
Teacher Approach:	Said "Thank you" after most responses; questions carefully prepared, delivered in various ways to prevent parrot responses. Teacher on excellent terms with students. Knowing their background and problems intimately and helpful and in a practical manner. Pleasant feeling pervaded the class. Teacher handed the pointer to students when working with pictures and diagrams - getting them to be the teacher.	

TIME		STUDENT PARTICIPATION		AIDS		RATING	
Before	-	Statements	119	Map	1	Morrison	84.2
Review	30	Reading	18	Diagrams	3	Xavier	88.6
New	30	Attention per cent	97.8	Pictures	20		
				Cards	25		

	Teacher 19	VARIATIONS
Opening:	Class of 18 spread. Teacher demonstrated requirements, no use of imperative. Opened with oral correction of voluntary homework.	
Procedure:	New reading round class. Fast questions, reprimanded woman for asking neighbour's help. Adapted lesson to dress of the women students. Changed order and requested special students to read special sentences. Pointed out difference between thin and tin. Illustrated how tongue was used. Promoted keen conversation on tin and iron, and shops where these were sold. Students ready to ask questions - confused between warm and worm.	Class not compact.
		Blackboard summary became hopelessly confused as lesson progressed.
	New Work: was carefully demonstrated, illustrated by quick sketches and diagrams. Clear assignment given for voluntary homework.	
Aids:	Were sketches of full glass of water, a worm, a wheel, sheep etc. Produced articles to illustrate.	
Teacher Approach:	Was cordial and energetic. Moved about a great deal but did not create a restless effect. Kept students alert. Took great care not to depart from limited vocabulary, immediately corrected any tendency to slip.	Teacher ignored memory-load and tried to teach far more in the time than the course required at that stage.
	Voice was very clear, but speed increased as the lesson proceeded and excitement of the teacher mounted.	Discussed point of formal grammar.

TIME		STUDENT PARTICIPATION		AIDS		RATING	
Before	5	Statements	69	Sketches	6	Morrison	82.1
Review	25	Reading (twice each)	38	Objects	8	Xavier	82.8
New	25	Attention per cent	92.7				

Teacher 20	VARIATIONS
Opening: Class of 29 spread in groups. Teacher control poor from outset. Class called out answers to questions and made comments which were blurred.	Class not compact.
Procedure: Pairs of students helped each other. Teacher encouraged replies in German. Lesson plan was not clear. With no respite 40 minutes were devoted to reading corrections of work book exercises. Class became very ragged. A period of 10 minutes was then given to silent work on the work book. This was effective in restoring order.	Use of German, the mother-tongue, of many in the class.
	Pairs of students helping each other.
New work: was demonstrated carefully but a good deal of explanation given in German. Teacher stimulated lively discussion on the lesson topics.	Monotonous lesson plan.
Teacher Approach: Was friendly and lively, but names of students were not known and this weakness encouraged chorus answering. Despite noise and apparent confusion students enjoyed the lesson and made progress, though in an unorthodox way.	Poor class control.
	Very little use of the blackboard, most correction oral.
Voice: was clear and vibrant and the teacher was a versatile linguist.	Little attempt to remain within vocabulary limits or syntax-pattern.

TIME		STUDENT PARTICIPATION		AIDS	RATING	
Before	-	Statement	66	German used to promote class discussion.	Morrison	70.4
Review	35	Reading	29		Xavier	51.4
(Class ragged)		Attention per cent.	93.3			
New	20					